HOW TO WRITE CORRECT ENGLISH

R.P. SINHA

HOW TO WRITE CORRECT ENGLISH

(APPLIED ENGLISH GRAMMAR)

by

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Twentieth Edition
Revised : Enlarged

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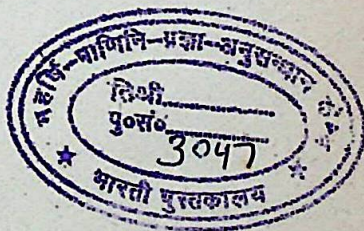
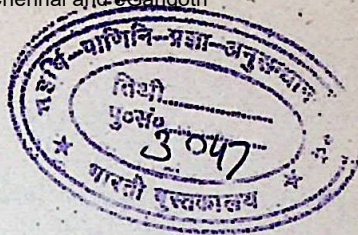
PREFACE

The book has been designed to meet the requirements of the students who wish not only to score high marks in grammar but also to speak and write correct English; and correct English, in my opinion, is neither too loose a colloquial style which defies grammar nor too pure a grammar which refuses to recognise idioms established by usage. It is, on the contrary, a happy fusion of the two, for even dynamic neutrality or peaceful co-existence is not enough.

An attempt has, therefore, been made to find a golden mean between distilled purism and unbridled colloquialism. I should naturally hope that it would very well serve as a *utility reference book* in schools and colleges, and herein, I should plead, lies the justification for avoiding English as the medium of writing. To some, however, the very idea of English Grammar in Hindi may appear to be audacious and even ridiculous. Call it what you will, but you shouldn't shut your eyes to the fact that to an average student a book in English, and that, too, on Grammar, is a red rag to a bull. The result is that, in spite of a delicious flood of books, they get not even a drop to drink. What to do then ? Do you propose to *make* them read books they can't understand ? You can *make* one weep and even laugh but not sing, and is not reading a sort of singing to oneself ? I can't say whether this book will be read without tears. It is for my readers to judge.

Summer, 1956 **R.P.S.**

TWENTIETH EDITION

For this new edition the book has been thoroughly revised and enlarged in the light of new courses of studies in different Universities of India. Two more chapters on *Expansion* and Time and Tense have been added and the chapter on *Analysis* has been recast to meet the requirements of students preparing for various university and competitive examinations. I am indebted for a wealth of suggestions to colleagues and friends.

November, 1987 **R.P.S.**

"It is necessary to know grammar, and it is better to write grammatically than not, but it is well to remember that grammar is common speech formulated. Usage is the only test."

—SOMERSET MAUGHAM

BOOKS CONSULTED

1. *Webster's New International Dictionary, Vols. I-IV*
2. *The Shorter Oxford English Dictionary, Vols. I-II*
3. *A Dictionary of Modern English Usage* .. .. H. W. FOWLER
4. *King's English* .. .. H. W. FOWLER
5. *Good English* .. .. G. H. VALLINS
6. *Better English* .. .. G. H. VALLINS
7. *A Higher English Grammar* .. .. L. TIPPING
8. *Senior Course in English Composition* .. SOARES AND MAZUMDAR
9. *English Idioms* .. .. MCMORDIE
10. *English Grammar Series Bk. IV* .. J. C. NESFIELD
11. *Modern English Grammar* .. .. DO
12. *Errors in English Composition* .. DO
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15. *Word Power* .. .. NORMAN LEWIS
16. *Teach Yourself Grammar* .. .. G. S. HUMPHREYS
17. *English Grammar* .. .. G. WHITAKER-WILSON
18. *How To Write English* .. .. HUGH JARRETT
19. *Current English Usage* .. .. F. T. WOOD
20. *College Composition* .. .. H. MARTIN
21. *A manual of Advanced English* .. BERNARD BLACKSTONE
22. *The English We Use* .. .. R. A. CLOSE
23. *The Oxford English Course for Secondary School* .. .. H. B. DRAKE
24. *A Guide to Patterns and Usage in English* .. ... A. S. HORNBY
25. *Living English Structure* .. .. W. S. ALLEN
26. *Transformational Grammar And the Teacher of English* .. .. OWEN THOMAS
27. *Introduction To Tagmemic Analysis* .. WALTER A. COOK

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CONTENTS

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SYNTAX

TEST YOURSELF

Q. I. *Correct or justify the following sentences—*

1. More books than one was bought.
2. There are no water in these rivers.
3. A greater part of the mangoes is rotten.
4. A number of boys and girls has come.
5. Fish and chips is ready now.
6. He as well as I am guilty.
7. There are still lots to do.
8. The jury was divided in their opinions.
9. What I need most are clothes and books.
10. The poet and scholar are dead.
11. Each of them have finished their work.
12. I am one of those who am of another opinion.
13. We each has a problem.
14. What proof is your tears ?
15. Bread and butter are costly articles of food.
16. No boy and no girl have come.
17. She needs not write any more.
18. If I was he, I would not do it.
19. Neither of the roads are safe.
20. More than one boys were present there.
21. Our only guide were the stars.
22. Nothing but umbrellas are seen here.

Q. II. *Match A with B, so as to make correct sentences—*

A	B
Nothing but trees	are seen.
He and I	is walking.
Each of them	have come.
Can you see what appears	to be boats ?
A number of leaders	has arrived.
The eyes of this ant	is seen.
She as well as I	are singing.
Do you see what appear	to be a bird ?

■ ■ ■

CHAPTER I

SYNTAX

Syntax का अर्थ होता है वाक्य-विचार। वाक्य पर विचार करते समय हमारा ध्यान सबसे पहले Subject और Verb पर जाता है। यहाँ एक बात ध्यान देने योग्य है। हिन्दी तथा उर्दू में क्रिया पर कभी तो कर्त्ता का प्रभाव पड़ता है और कभी कर्म का, पर कभी-कभी न तो कर्त्ता का प्रभाव पड़ता है और न कर्म का हो। अंगरेजी में क्रिया पर केवल कर्त्ता का प्रभाव पड़ता है, कर्म का नहीं। हिन्दी और अँगरेजी में यह एक महान अन्तर है। हिन्दी और अँगरेजी में एक दूसरा अन्तर भी है। हिन्दी को क्रिया के लिंग और वचन दोनों होते हैं, अर्थात् क्रिया एकवचन या बहुवचन होती है और साथ ही पुल्लिंग या स्त्रीलिंग भी। अँगरेजी की क्रिया एकवचन या बहुवचन तो अवश्य होती है, पर पुल्लिंग या स्त्रीलिंग नहीं। इन अन्तरों का ध्यान रखकर हम यहाँ subject और verb से सम्बन्धित कुछ नियमों पर विचार करें।

Agreement : Subject and Verb

S—S : P—P

वाक्य के Subject और Verb के बीच मेल (Agreement) का संबंध रहना आवश्यक है—

The Verb must agree with its Subject in Number and Person.

—NESFIELD

इस नियम के अनुसार Verb का Number/Person वही होता है जो वाक्य के Subject का रहता है। इसलिए Singular Subject के साथ Singular Verb और Plural Subject के साथ Plural Verb आता है। वाक्य के Verb को कोई अपनी अलग हस्ती नहीं होती। वह सदा Subject पर निर्भर रहती है। इसलिए **S—S** और **P—P** को सदा याद रखें—

S का अर्थ है Singular और P का Plural. इसलिए Singular Subject के साथ सदा Singular Verb का प्रयोग करें और Plural Subject के साथ Plural Verb का; जैसे—

1. Mohan writes. **2. Sita plays.**
3. Karim dances. **4. Manju sings.**

इन वाक्यों के Subjects (Mohan/Sita/Karim/Manju) Singular हैं। इसलिए यहां Singular Verbs (writes/plays/dances/sings) का प्रयोग हुआ है।

अब इन वाक्यों को देखें—

1. Boys write. **2. Girls play.**
2. Actors dance. **3. Women sing.**

इन वाक्यों के Verbs (write/play/dance/sing) Plural हैं। क्यों ? इसलिए कि इनके Subjects (boys/girls/actors/women)) Plural हैं। ये सभी वाक्य शुद्ध

हैं. क्योंकि **S—S : P—P** का ध्यान रखा गया है। अब, इन वाक्यों को लें—

1. **Players runs.**
2. **Women sings.**
3. **Mohan write.**
4. **Manju laugh.**

यहाँ पहले दो वाक्यों के Subjects (players/women) Plural हैं, पर Verbs (runs/sings) Singular हैं। यहाँ P—P के बदले P—S हो गया है, अर्थात् Plural Subjects के साथ Singular Verbs का प्रयोग कर दिया गया है। इसी प्रकार, तीसरे तथा चौथे वाक्यों में Singular Subjects (Mohan/Manju) के साथ Plural Verbs (write/laugh) का प्रयोग हो गया है, अर्थात् S—S के बदले S—P हो गया है। इसलिए ये चारों वाक्य अशुद्ध हैं।

Note—यहाँ एक बात ध्यान देने योग्य है। जब Verb में s या es लग जाता है, तो वह singular हो जाता है; जैसे—

Plural	Singular
write cry	writes cries

Writes और cries में s या es लगा हुआ इसलिए ये है। Singular हैं, पर write/cry में s या es लगा हुआ नहीं है। इसलिए ये Plural हैं। इसका अर्थ यह है कि writes/cries आदि का प्रयोग Singular Subjects के साथ होता है, पर write/cry आदि का Plural Subjects के साथ। यह नियम Noun के नियम का ठीक उलटा है। Noun में s/es लगाकर हम उसे Plural बनाते हैं; पर Verbs में s/es लगा कर Singular—

Noun + s/es = Plural
Verb + s/es = Singular

Noun और Verb के इस रूप-परिवर्तन का सदा ध्यान रखें—

Nouns		Verbs	
Singular	**Plural**	**Plural**	**Singular**
book toy bench	books toys benches	go try laugh	goes tries laughs

EXERCISE

1. *Correct the following sentences—*

(a) Children is playing. Why is these women laughing ? (b) These leaves is green. Teachers loves good students. (c) Stars shine (d) at night. (e) The sun rise in the east. (f) Aeroplanes carries men and goods. (g) All the students and teachers likes this book.

2. *Fill in the blanks with a subject from the box—*

Nights	Light	Bees	Child
Animals	Horses	Rose	Babies

1. —travels faster than sound.
2. —have no horns.
3. —are cooler than days.
4. —live on grass.
5. —give us honey.
6. —smells sweet.
7. —tries to rise but falls.
8. —cry for milk.

3. *Fill in the blanks with a verb given in brackets—*

1. These books—to me. (belong, belongs)
2. Why—these children crying ? (is, are)
3. How many boys—there ? (was, were)
4. His teeth—broken. (was, were)
5. These sheep—innocent. (is, are)

EXCEPTIONS
to
S—S : P—P Formula

इस नियम के तीन अपवाद हैं—

Exception No. I—*Dare not and need not.*

ये दो ऐसे Verbs हैं जो Singular Subject के साथ भी Plural Number में ही रहते हैं। इन वाक्यों को लें—

1. He need not go.
2. She dare not oppose me.

इन वाक्यों के Subject (he/she) Singular हैं, पर Verbs (need/dare) है Plural, क्योंकि इनके आगे not लगा हुआ है। इस नियम पर प्रकाश डालते हुए कहा गया है—

The third person singular is 'need' and not 'needs' just as 'dare' is used for 'dares' provided it is followed by a negative—He need not *do any more work. He* dare not *leave the room.* —J. C. NESFIELD

Note—Dare और need के सम्बन्ध में एक-दो और बातों का भी ध्यान रखें—

(i) जब इनके साथ not नहीं लगा रहता, अर्थात् जब वाक्य affirmative रहता है, तब ये, सामान्य नियम के अनुसार, Singular Subject के साथ Singular रूप में और Plural Subject के साथ Plural रूप में रहते हैं; जैसे—

1. He needs.
2. They need.
3. He dares.
4. They dare.

(ii) जब वाक्य में Verb 'do' का प्रयोग होता है और not का स्थान dare/need के पहले रहता है, तब इनका प्रयोग, सामान्य नियमानुसार, Singular Subject के साथ Singular रूप में और Plural Subject के साथ Plural रूप में होता है; जैसे—

One **does not need to know** *anything*...... —T. S ELIOT

इस वाक्य में Verb 'do' का प्रयोग हुआ है और not का स्थान need के पहले है। इसलिए यहाँ Singular Subject (one) के साथ Singular Verb (does not need) आया है। यदि इस वाक्य में Verb 'do' का प्रयोग नहीं होता और not का स्थान need के बाद होता, तो यह वाक्य इस प्रकार का हो जाता—

One **need not know** *anything*........

Exception No. II—Subjunctive Mood of Verb : Supposition

Subject और Verb से सम्बन्धित सामान्य नियम का दूसरा अपवाद यह है कि Subjunctive Mood रहने पर अर्थात् वाक्य से कोरी कल्पना या असंभव शर्त (wish, condition, supposition) का भाव झलकने पर Singular Subject के लिए भी Plural Verb का प्रयोग होता है, जैसे—

1. *Life has now taken hold on him and tossed him into..firmament, where he bursts into song as if* **he were** *combustible.* —D. H. LAWRENCE
2. *If* **it were** *so, poetry would cease to matter.* —F. R. LEAVIS
3. *The same fate would have overcome the pamphleteering of Defoe,* **were he** *not the author of Robinson Crusoe and Moll Flanders; or the pamphleteering of Samuel Johnson,* **were he** *not the hero of Boswell.* —T. S. ELIOT

इन सभी वाक्यों में Singular Subjects (He/It) के साथ Plural Verb (were) का प्रयोग हुआ है, जो शुद्ध है। क्यों? इसलिए कि इनसे शर्त या कल्पना का भाव झलकता है। कुछ और वाक्य लें—

1. I wish *I were* a king.
2. Were he a prince!
3. If *I were* you, I would do it.
4. I wish *it were* possible.
5. *Were she* a bird, she would fly to me.
6. He commanded as if *he were* my master.

इन वाक्यों में भी Singular Subject के साथ Plural Verb (were) का प्रयोग शुद्ध है। क्यों? इसलिए कि इनसे ऐसी अभिलाषा (wish) या कल्पना (supposition) का भाव झलकता है जिसकी पूर्त्ति सम्भव नहीं। तो, इससे यह स्पष्ट हो जाता है कि असंभव शर्त या कोरी कल्पना के अर्थ में Rule of Agreement का Subject और Verb से सम्बन्धित S—S : P—P का नियम भंग हो जाता है। कल्पनालोक में नियम का भंग होना स्वाभाविक है न!

Exception No. III—Subjunctive Mood of Verb : Wish

आशीष/इच्छा/अभिलाषा व्यक्त करने के लिए भी Singular Subject के साथ Plural Verb का प्रयोग होता है, जिसे Subjunctive Mood कहा जाता है। याद रखें कि केवल *bless, live* तथा *save* का ही ऐसा प्रयोग होता है, अन्य Verbs का नहीं; जैसा कि इन आचार्यों का मत है—

The Subjunctive form is almost dead in English. It survives in a few

main sentences of **wish** *or* **desire** *like—God* **save** *the king.*

—G. H. VALLINS : GOOD ENGLISH

The Subjunctive Mood is in its death-throes and the best thing to do is to put it out of its misery as soon as possible.

—SOMERSET MAUGHAM : A WRITER'S NOTE-BOOK

इन विचारों का ध्यान रखकर Singular Subject के साथ भी bless/live/wish/save (आशीष/इच्छा/अभिलाषा के अर्थ में) का प्रयोग Plural में करें, जैसे—

1. God *save* the king.
2. Lord *bless* you.
3. Long *live* the king.
4. Long live our friendship.

EXERCISE

Correct the following sentences—

(a) He needs not write more on this Subject. (b) She dares not run away. (c) He need to labour hard. (d) If I was you I would not agree to that foolish proposal. (e) If he was a bird, he would fly to his lady-love. (f) God saves the queen ! (g) I would do it if I was he.

Hints—(a) need; (b) dare; (c) needs; (d) were; (e) were; (f) save; (g) were.

तो इस प्रकार, इन दो अपवादों को छोड़कर, Rule of Agreement के अनुसार Subject के number और person पर Verb का number और person निर्भर रहता है। ऐसे ही Verb को Finite Verb कहा जाता है। Finte का अर्थ होता है limited (सीमित)। इसलिए Finite Verb अपने Subject के द्वारा सदा सीमित रहता है। इसकी कोई अपनी अलग हस्ती नहीं होती। दूसरे शब्दों में, Finite Verb अपने Subject का सदा दास बनकर रहता है।

अब प्रश्न यह उठता है कि जब यह महत्त्वपूर्ण नियम इतना सरल है, तो फिर इसका उल्लंघन इतना होता क्यों है? इसके दो प्रमुख कारण हैं—

(क) कर्त्ता का पता नहीं लगना।

(ख) कर्त्ता के वचन का पता ही नहीं चलना।

इस रोग के ये दोनों ही कारण, वास्तव में, कीटाणु की तरह इतने सूक्ष्म और भयंकर होते हैं कि अच्छे लोग भी कभी-कभी इनके शिकार हो जाते हैं। इस समस्या की चर्चा महान् आचार्यों के ही शब्दों में सुनें—

Verbs frequently change their forms and endings to make themselves agree with their nominatives. How necessary it is, then, to know what is, and what is not, a nominative in a sentence !

—COBBETT : A GRAMMAR OF THE ENGLISH LANGUAGE

..., and sometimes how difficult to determine its number and person !

—G. H. VALLINS : BETTER ENGLISH

इन कठिनाइयों तथा उलझनों का ध्यान रखकर हम Subject और Verb से सम्बन्धित नियमों की समीक्षा विस्तारपूर्वक करें और देखें कि भिन्न-भिन्न प्रकार के वाक्यों में Subject और Verb के बीच कैसा सम्बन्ध रहता है।

Rule I. N+P+N and the Verb

कुछ वाक्यों की बनावट इस प्रकार की होती है—

Noun+Preposition+Noun=(*N*+*P*+*N*); जैसे—

1. The merit *of* these books.. .2. The price *of* pens ....
3. The causes *of* war.....
4. The chairs *in* the corner *of* this room.....

ऐसे वाक्यों में Preposition के पहले आने वाले Noun के Number और Person के अनुसार ही Verb का प्रयोग होता है। यदि वाक्य में एक से अधिक Preposition का प्रयोग हो (N+P+N+P+N+P+N....) तो सबसे पहले Preposition के पहले आने वाले Noun के अनुसार Verb होता है; जैसे—

1. The *merit* of these books *is* well known.
2. The *cost* of production of consumer goods in all the countries *is* increasing.

यहाँ पहले वाक्य में एक Preposition (of) आया है और इसके पहले है एक Noun (merit); इसलिए यहाँ merit के अनुसार Singular Verb का प्रयोग हुआ है। दूसरे वाक्य में तीन Preposition (of, of, in) आये हैं और सबसे पहले Preposition के पहले है एक Noun (cost), जिसके अनुसार Singular Verb (is) का प्रयोग हुआ है। इन वाक्यों में books/goods के अनुसार Plural Verb का प्रयोग अशुद्ध होता। इसलिए ऐसे वाक्यों में Preposition के पहले आने वाले Noun के अनुसार ही Verb का प्रयोग करें, Preposition के बाद आने वाले Noun के अनुसार नहीं। ऐसा क्यों? इसलिए कि Preposition के बाद आने वाला Noun कर्मकारक (Objective case) में रहता है, कर्त्ता कारक (Nominative case) में नहीं।

इस छोटे-से नियम को नहीं जानने से जो भूलें हो जाती हैं, उनके कुछ नमूने देखें—

1. The *details* of the incident *was* not known.
2. The *movement* of most animals *are swift*.
3. Military *help* from all the countries *were* received.
4. Your *views* on this subject *is* very old.
5. The colour of these pens are charming.

यहाँ पहले वाक्य में were का प्रयोग होना चाहिए, दूसरे में is का, तीसरे में was का और चौथे तथा पांचवें में are का।

EXERCISE

1. *Correct the following sentences*—

(a) The captain's comments in a newspaper on the preparation of the Test Matches for the present tour has been praised. (b) Economic co-operation between the two countries have increased. (c) The condolence messages received on the death of Mr. Nehru speaks highly of his greatness. (d) The rules of this book is easy. (e) To these are added this. (f) The smell of these flowers are very sweet. (g) The condition of people living in our villages are very bad.

Hints—(a) have; (b) has; (c) speak; (d) are; (e) is; (f) is; (g) is.

2. *Fill in the blanks with a suitable Finite Verb*—

(a) The standard of answers ... very low. (b) The standard of living of most

of the people of the under-developed countries——not high. (c) Sweet——the uses of adversity. (d) My suggestions for improvement——accepted. (e) Too great a variety of studies——not very useful. (f) The cost of iron and cement——too high. (g) The colour and the smell of this flower——very pleasing.

Hints—(a) is or was; (b) is; (c) are; (d) are or were; (e) is; (f) is; (g) are.

Rule II. Indefinite number/quantity+of+noun

कुछ वाक्यों की बनावट इस प्रकार की होती है—

Indefinite number+of+noun [*subject*]
Indefinite quantity+of+noun [*subject*]

1. a number of boys.
2. a lot of books.
3. a lot of poison.
4. plenty of milk.

ऐसे वाक्यों का कर्त्ता वह noun होता है, जो of के बाद (boys/books/poison/milk) आता है।

यह भी याद रखें कि indefinite number+of से अनिश्चित संख्या का बोध होता है और इसलिए of के बाद आने वाला noun सदा Plural रहता है। पर indefinite quantity+of से अनिश्चित मात्रा/परिमाण का बोध होता है और इसलिए of के बाद आने वाला noun सदा Singular रहता है। ऐसे वाक्यों के of का कोई अपना अलग अर्थ नहीं होता; जैसे—

a number of=बहुत। a lot of=बहुत।
plenty of=बहुत। all of=सब।
some of=थोड़ा। heaps of=ढेर/बहुत।

ऐसे वाक्यों का कर्त्ता वह noun होता है जो of के बाद आता है। इसलिए जब noun Plural रहता है, तो Verb हो जाता है Plural और जब noun Singular रहता है, तो Verb हो जाता है Singular, जैसे—

1. A number of *boys* have come.
2. A lot of *books* have been bought.
3. A lot of *milk* has been bought.
4. Plenty of *eggs* have been bought.
5. Plenty of *sugar* has been bought.

ऐसे वाक्यों में अनिश्चित संख्या (Number) या मात्रा (Quantity) बताने के लिए Noun/Pronoun के पहले ये शब्द आते हैं—

a number of, a lot of, lots of, heaps of, plenty of, a quarter of, two-thirds of, three-fourths of, most of, some of, mass of, majority of, minority of, part of, per cent of, proportion of, all of, none of, both of, rest of, remainder of, a total of, half of, many of, much of, a handful of, a good deal of, a great deal of.

इन वाक्यों को देखें—

1. *There* **are a large number** *of* **people**....*who believe that all ills are fundamentally economic.* —T. S. ELIOT

2. *There* **were a number** *of such little* **reasons.** —ALDOUS HUXLEY

3. ....**a number** *of* **politicians were** *struggling to preserve the great traditions of republican Rome.* —H. G. WELLS

4. **A number** *of* **quotations are** *added to show how common the abuse is*..... —H. W. FOWLER

5. **A large number** *of formal restrictions and ancient 'thou shalt nots' of academic grammar* **are** *now completely outmoded.* —NORMAN LEWIS

6. *Between them there* **is plenty** *of* **room** *for most talents to breathe freely.* —G. B. SHAW

7. *There* **are plenty** *of ecstatic* **instants** *which are valueless.* —I. A. RICHARDS

8. *A large* **proportion** *of these* **essays deal** *with ethical qualities.* —HUGH WALKER

9. *A large* **proportion** *of this northern* **army was** *British* —H. G. WELLS

10. *A large* **part** *of the distinctive* **features** *of the mind* **are** *due to its being an instrument for communication.* —I. A. RICHARDS

11. *For some three or four hundred years a good* **part** *of* **Asia was** *under a kind of eclipse*.... —JAWAHARLAL NEHRU

12. ....**most** *of human* **life has** *to disappear before he can do us a novel.* —E. M. FORSTER

13. *Most of* **those** *who use it* **are** *probably unaware that*....*'assets' is itself a singular.* —H. W. FOWLER

14. *The* **rest** *of the* **prose** *of the age* **is** *too voluminous*. —IFOR EVANS

15. *The* **majority** *of* **writers** *never* **pass** *that stage.* —EZRA POUND

इन सभी वाक्यों में of के बाद आने वाले **Noun** के अनुसार ही **Singular** या **Plural Verb** का प्रयोग किया गया है। कुछ और वाक्य लें—

1. A number of *boys are* absent.
2. A quarter of *it is* good.
3. A quarter of *them are* bad.
4. Two-thirds of the *site is* lovely.
5. Two-thirds of the *sites are ugly*.
6. The rest of the *book is* unfinished.
7. The rest of the *books are* unfinished.

8. Half of *the mango is* good.
9. Half of the *mangoes are* bad.
10. A part of the *mango is* rotten.
11. A part of the *mangoes are* rotten.
12. Lots of *men have come.*
13. Lots of *poison has* been prepared.
14. About 30 per cent of *votes have* been polled.
15. About 30 per cent of the *amount has* been spent.

इन वाक्यों में भी of के पहले Indefinite number/quantity का प्रयोग हुआ है। इसलिए of के बाद आने वाले Noun के अनुसार Verb का प्रयोग हुआ है। आप भी इसी प्रकार लिखें।

Note (a)—यदि 'lots' के बाद of के बदले Infinitive (to+verb) का प्रयोग हो, तो उसको (lots को) Singular माना जाता है; क्योंकि Infinitive एक singular Noun के बराबर होता है; जैसे—

1. There *is lots* to say. 2. There *is* still *lots* to do.

Note (b)—Number के पहले the या possessive adjectives (your, our या their) के आने पर Verb सदा Singular रहता है क्योंकि वैसी अवस्था में वह (number) Indefinite Number का बोध नहीं कराता; जैसे—

1. **The number** *of potential poets born* **varies**. . . .*from age to age.*
—F. R. LEAVIS

2. **The number** *of persons interested in philosophy* **is** *always small.*
—T. S. ELIOT

इस प्रकार 'the number' और 'a number' में बहुत अन्तर है। The number के साथ सदा Singular Verb का प्रयोग होता है, पर A number के साथ सदा Plural Verb का। क्यों? इसलिए कि 'the number' का अर्थ होता है 'एक निश्चित संख्या' (figure). पर 'a number' का 'बहुत' (many); जैसे—

1. A number of boys *have* come. —बहुत लड़के।
2. The number of boys *is* increasing. —लड़कों की संख्या।

यहाँ a number of boys का अर्थ है 'बहुत लड़के', पर the number of boys का अर्थ है, 'लड़कों की संख्या'। इन अर्थों का ध्यान रखकर ही इनके साथ Verb का प्रयोग करें, नहीं तो भूल होने का खतरा पैदा हो सकता है।

Note (c)—यदि of के पहले 'the percentage' (per cent नहीं) रहे, तो Verb सदा Singular होता है; जैसे—

1. The percentage of failures is small.
2. The percentage of good persons is very high.

EXERCISE

1. *Correct the following sentences—*

(a) The number of seats in all the colleges have been doubled. (b) A number of questions has been set. (c) Heaps of sand are lying on the bank. (d) The rest

of what he said were not heard. (e) Part of one of the lower galleries were cccupied by musicians in the Elizabethan age. (f) Scme of the original freshness of his works are still there. (g) Plenty of eggs is rotten. (h) There are still lots to decide.

***Hints*—(a) has; (b) have; (c) is; (d) was: (e) was; (f) is; (g) are; (h) is.**

2. Fill in the blanks with a suitable Finite Verb—

(a) There——a number of books in my library.
(b) The number of fools in every society——large.
(c) There——still lots to say on this point.
(d) A greater part of the mangoes——rotten.
(e) Two-thirds of the book-· finished.
(f) Most of his early youth——spent at home.

***Hints*—(a) are; (b) is; (c) is; (d) are; (e) is; (f) war.**

Rule III. Singular Collective Noun + of + Noun

कुछ वाक्यों की बनावट इस प्रकार की होती है—

Singular Collective Noun+of+Plural Noun.

इन वाक्यों पर विचार करें—

1. *A team* of students has been selected.
2. *A set* of books has been bought.

ऐसे वाक्यों में Singular Verb का प्रयोग होना चाहिए। क्यों? इसलिए कि of के पहले Collective Noun के आ जाने से बहुत-सी वस्तुओं के एक समुदाय (collection) का बोध होता है और वह collection एकता (unity) का अर्थ सूचित करता है। ऐसे Plural Nouns एक सूत्र में बँधकर सिर्फ एक ही वस्तु (object) का बोध कराते हैं। जिन Plural Nouns से अनेकता (diversity) का बोध होता है, वे Collective Noun के द्वारा एकता (unity) प्राप्त कर लेते हैं। इसी एकता का अर्थ सूचित करने के लिए तो Plural Nouns को of से जोड़कर एक बना दिया जाता है न! यही कारण है कि ऐसे वाक्यों में Subject को Singular मानकर Singular Verb का प्रयोग किया जाता है।

इसलिए यदि of के पहले Singular Collective Nouns आएँ, तो Singular Verb का प्रयोग करें।

ध्यान दें कि ऐसे मुख्य Collective Nouns ये हैं—

a chain of, garland of, a bouquet of, a set of, a series of, a team of, a batch of, a class of, a group of, a galaxy of, a bunch of, a band of, a herd of, a flock of; जैसे—

1. *Besides Hardy, Yeats and De La Mare,* **there was** *supposed to be a* **galaxy of** *Georgian poets.* —F. R. LEAVIS

2. *Then there* **is** *the* **central group of** *Georgian poets.* —F. R. LEAVIS

3. *On the other hand* **is** *a* **set of** *quite different factors.* —I. R. RICHARDS

4. *There* **is** *a large* **class of** *persons. who regard any censure upon a great poet as a breach of peace......* —T. S. ELIOT

5. A series of *coincidences* has *permitted me to demonstrate the How To Read thesis in a medium nearer to poetry than painting is.*

—EZRA POUND

कुछ और वाक्य लें—

1. A set of combs *has* been purchased.
2. A team of speakers *has* been selected.
3. A bunch of keys is lying there.

यहाँ Plural verbs का प्रयोग अनुचित होता।

EXERCISE

1. *Match A with B so as to make correct sentences*

A	B
A monkey	fly here and there.
There are	a set of books.
There is	a number of books.
Birds	jumps and runs.
The teeth of this baby	is lovely.
The colour of my dogs	are white.
Sweet is	the uses of adversity.
Sweet are	the milk of these cows.

2. *Fill in the blanks with a verb from the box—*

buy	sells	washes

1. He—clothes 2. Sita—sweets 3. We—books

3. *Correct the following sentences—*

(a) A parcel of books have been received. (b) A basket of mangoes are lying there. (c) A chain of pearls have been prepared. (d) A band of musicians have been engaged. (e) A batch of delegates have been formed.

Hints—Use singular Verbs in all the sentences.

Rule IV. Collective Noun/Noun of Multitude and the Verb

जब वाक्य का Subject Collective Noun होता है और उसके बाद (of के द्वारा जुटा हुआ) कोई Plural Noun नहीं रहता, तब Verb के प्रयोग में एक कठिनाई सामने आ

जाती है, क्योंकि वैसी अवस्था में उसे हम निस्सन्देह Singular या Plural नहीं मान सकते। ऐसा इसलिए होता है कि Collective Noun और Noun of Multitude की सीमा निर्धारित नहीं है। आप जानते हैं कि जब Collective Noun का प्रयोग singular अर्थ में होता है, तब उसे Collective Noun कहा जाता है, पर जब उसका प्रयोग plural अर्थ में होता है, तब उसे Noun of Multitude के नाम से पुकारते हैं; जैसे—

government, board, staff, committee, company.

अब समस्या यह खड़ी होती है कि किस अवस्था में इन्हें Collective Noun मानकर (अर्थात् singular मानकर) Singular Verb का प्रयोग किया जाए और किस अवस्था में Noun of Multitude मानकर (अर्थात् इन्हें plural मानकर) इनके साथ plural Verb का प्रयोग किया जाए। नेसफिल्ड (Nesfield) साहब ने लिखा है—*The Jury were divided*, पर फाउलर (Fowler) साहब के मतानुसार *The Jury was divided* लिखना कहीं अच्छा होता।

जब इन महान् आचार्यों के बीच इतना गहरा मतभेद है, तो साधारण लोगों का कहना ही क्या! वास्तव में, यह निर्णय करना कि किस अवस्था में इन्हें Singular और किस अवस्था में Plural माना जाए, कठिन है। इसलिए आप ऐसे संकट-काल में एक सरल नियम की सहायता लें—आप अपनी इच्छानुसार इन्हें Singular या Plural कोई एक मान लें और उस निश्चय पर दृढ़ होकर विश्वास के साथ Singular या Plural Verb तथा Pronoun का प्रयोग करें। इसका अर्थ यह है कि यदि आप इन्हें एक बार Singular मान लेते हैं, तो इनके साथ Singular Verb और Pronouns का प्रयोग आरम्भ से अन्त तक करें, पर यदि इन्हें आप Plural मानते हैं (क्योंकि आपकी ऐसी ही इच्छा है), तो इन्हें आरम्भ से अन्त तक Plural ही मानें। आप दोनों मजा एक साथ नहीं उठा सकते, अर्थात् इन्हें आप एक बार Singular और दूसरी बार Plural नहीं मान सकते।

इन वाक्यों को देखें—

1. The Government *has* decided so in *its* own interest.
2. The Government *have* decided so in *their* own interest.

यहाँ पहले वाक्य में Government को Singular मानकर इसके लिए Singular Verb और Singular Pronoun का प्रयोग हुआ है। दूसरे वाक्यों में Government को Plural मानकर इसके लिए Plural Verb और Pronoun का प्रयोग किया गया है। इसलिए ये दोनों ही वाक्य शुद्ध हैं; पर ये हैं अशुद्ध—

1. The Government *has* decided so in *their* own interest.
2. The Government *have* decided so in *its* own interest.

यहाँ पहले वाक्य में Government को एक बार Singular मानकर इसके लिए Singular Verb का प्रयोग किया गया है, पर तुरत ही लेखक ने इसे Plural मानकर इसके लिए Plural Pronoun (their) का प्रयोग कर दिया है। इससे यह स्पष्ट है कि लेखक के निर्णय में दृढ़ता और विश्वास की काफी कमी है। दूसरे वाक्य में भी ऐसा ही किया गया है। इसे पहले Plural माना गया है और फिर तुरंत Singular. तो, Singular और Plural के बीच इस प्रकार असहाय होकर भटकना अनुचित है। इसलिए जब वाक्य में Collective Noun subject हो, तो आप एक बार यह दृढ़ निश्चय कर लें कि वह Singular है या Plural. यह आपकी इच्छा पर निर्भर है और इसमें शुद्ध और अशुद्ध प्रयोग का प्रश्न ही नहीं उठता। हाँ, एक बार जो निर्णय करें, उससे डिगें नहीं। इस सम्बन्ध में, आप इन मतों का

ध्यान रखें—

Though Nouns of Multitude may be freely used with either a Singular or a Plural Verb, or be referred to by Pronouns of Singular or Plural meaning, they should not have both.

—FOWLER : KING'S ENGLISH

And again,

In general it may be said that while there is always a better and a worse in the matter, there is seldom a right and a wrong.......... failure to abide by the choice when made and plunging about between 'it' and 'they', 'have' and 'has', 'its' and 'their'; and the like, can only be called insult to the reader. —FOWLER : MODERN ENGLISH USAGE

The subject may be a collective noun, like congregation, council, federation, company, government, etc. In English usage the decision is left to the writer only, once having made it, he must stick to it .... But there is no rule. Usage changes : Sometimes the Singular is in fashion and sometimes the Plural. It is consistent respect for the decision that matters. G. H. VALLINS : BETTER ENGLISH

EXERCISE

Correct the following sentences—

(a) The committee are not unanimous in its opinions. (b) The Governing Body at its meeting to-day have decided to appoint a lecturer. (c) The Board has decided to elect their new members. (d) The public have cast its vote in favour of those who can help them in need. (e) The Teachers' Association has submitted a memorandum for the fulfilment of their demands (f) The government has to do so in their own interest.

Hints—(a) are......their or is......its; (b) its...has or their...have; (c) has...its or have......their; (d) have......their......them or has......its......it; (e) has......its or have......their; (f) has......it or have......their.

Rule V. Weights and Measures and the Verb

यदि वाक्य का Subject कोई ऐसा Noun हो जिससे निश्चित weights/measures/amount/distance (नाप-तौल, परिमाण, रकम या दूरी) का बोध हो, तो Plural रहने पर भी ऐसे Subject के साथ Singular Verb का प्रयोग होता है। क्यों ? इसलिए कि उससे एक निश्चित मात्रा या परिमाण (quantity) का बोध होता है, संख्या (number) का नहीं; जैसे—

1. *Ten miles is* a long way to walk.
2. *Five rupees is* equal to five hundred paise.

यहाँ पहले वाक्य का कर्त्ता miles है जो Plural है, पर इसके साथ Singular Verb (is) का प्रयोग हुआ है, क्योंकि यहाँ ten miles का अर्थ है— a distance of ten miles, जो एक स्थान की नाप (measurement) बतलाता है। दूसरे वाक्य में rupees Plural है, पर इसके लिए Singular Verb (is) का प्रयोग हुआ है, क्योंकि इससे एक रकम (amount) का बोध होता है। इसी प्रकार ये वाक्य भी शुद्ध हैं—

1. Three *tons* of coal *is* enough for me.
2. Twenty *pounds is* a handsome amount.

यहाँ three tons से एक वस्तु की तौल (weight) का बोध होता है और twenty pounds से एक रकम (amount) का। इसलिए Plural रहने पर भी tons और pounds के लिए Singular Verb का प्रयोग हुआ है। ऐसा ही प्रयोग अच्छे लेखक करते हैं—

1. *Between 1630 and 1643* **£ 2,00,000 was** *spent in conveying 20,000 men, women and children to New England in 200 ships.*

—G. M. TREVELYAN

2. *Three thousand* **miles was** *a very long way. . . .*

—G. M. TREVELYAN

EXERCISE

1. *Correct the following sentences—*

(a) Ten rupees were paid to him. (b) Sixty miles are a long distance. (c) There are five rupees in my pocket. (d) Three quintals of coal are my monthly requirement.

Hints—Use Singular Verbs in all the sentences.

2. *Fill in the blanks with a suitable Verb—*

(a) There......ten rupees on the table. (b) Five kilos of rice.....purchased yesterday. (c) Ten miles......not a long distance.

Hints—Use Singular Verbs in all the sentences.

Rule VI. Names/Titles and the Verb

यदि वाक्य का Subject किसी व्यक्ति या देश का नाम (name) हो या किसी पुस्तक का शीर्षक (title), तो उसके लिए Singular Verb का प्रयोग होता है, क्योंकि उस Name या Title से केवल एक ही वस्तु का बोध होता है; जैसे—

1. The *United States of America* is a great country.
2. *Arabian Nights is* a popular book.
3. Lamb's *Tales From Shakespeare is* widely read.

इन सभी वाक्यों में Singular Verb का प्रयोग ही शुद्ध है, क्योंकि इनका Subject किसी देश या पुस्तक का नाम है। इसको पहचानने में कोई कठिनाई नहीं होती, क्योंकि ऐसी अवस्था में Names & Titles के सभी शब्द Capital Letters से शुरू होते हैं।

Note—आजकल खेलकूद (sports) की दुनिया में देश, प्रान्त या क्षेत्र के नाम (name) भी Plural अर्थ में प्रयोग किये जाते हैं, जब उनसे एक Team (टीम) का बोध होता है; एक देश, प्रान्त या क्षेत्र के नाम का नहीं। ऐसे अर्थ में Team का प्रयोग Noun of Multitude की भाँति Plural में होता है और इसलिए Plural Verb का प्रयोग होता है; जैसे—

1. *India have* lost by three wickets.
2. *Australia have* won.

इन वाक्यों में India/Australia के साथ Plural Verb का प्रयोग किया गया है जो शुद्ध है, क्योंकि यहाँ इनसे एक देश के नाम (name) का बोध नहीं होता, बल्कि एक Team का अर्थ सूचित होता है और इसलिए Noun of Multitude की भाँति Plural में प्रयुक्त होता है। ऐसी अवस्था में इनका प्रयोग Collective Noun के समान Singular अर्थ में करना जरा भद्दा लगता है।

EXERCISE

Correct the following sentences—

(a) New Bearings have been written by Leavis. (b) T. S. Eliot's Selected Essays are a standard book of criticism. (c) Hard Times by Dickens are worth reading. (d) Aspects Of The Novel have been written by Forster. (e) Hard Times are a great novel. (f) To Daffodils have been composed by Herrick. (g) Dickens have criticised utilitarian philosophy in Hard Times. (h) The United States of America are a big power.

Hints—Use Singular Verbs in all the sentences.

Rule VII. The Inseparables and the Verb

कुछ Nouns ऐसे होते हैं जो सदा एक साथ जोड़े (pair) बनकर रहते हैं। उन्हें Inseparables (अभिन्न) कहा जाता है, क्योंकि उनका एक भाग दूसरे भाग से अलग नहीं होता। ये Nouns हैं—scissors, shears और trousers. वाक्य में Subject की भाँति प्रयुक्त होने पर इनके साथ Plural Verb का प्रयोग होता है। इसका कारण यह है कि ये निस्सन्देह Plural हैं; पर यदि इनके पहले *a pair of* आए, तो Singular Verb का प्रयोग होता है। क्यों? इसलिए कि वैसी अवस्था में इनके दोनों भागों से एक ही वस्तु का बोध होता है; जैसे—

1. My *scissors are* sharp.
2. A *pair* of scissors *has* been purchased.
3. Your *trousers are* very loose.
4. A *pair* of trousers *has* been made for me.

Rule VIII. The Hyphenated Expression

कुछ वाक्यों में Singular Noun के बाद Preposition आता है और उसके बाद उसी Noun को दुहराया जाता है। शब्दों की ऐसी बनावट को Hyphenated Expression कहा जा सकता है; जैसे—row upon row; ship after ship ऐसे expressions के साथ Singular Verb का प्रयोग होता है—

1. *Row upon row* of delicate green looks so beautiful.
2. *Ship after ship is* sailing by.
3. *One hour after another* (hour) *has* passed away.
4. *Letter after letter describes his struggle to find expression.*

—RALPH FOX

Rule IX. Noun-equivalents and the Verb

यदि वाक्य का Subject कोई Noun-equivalent (Noun के समान प्रयुक्त होने वाला infinitive/gerund phrase, clause) हो, तो Verb Singular होता है; जैसे—

1. *To walk is* healthy.
2. *Walking is a* healthy exercise.
3. *How to do it is* a problem.
4. *That he is poor is* known to me.

यहाँ पहले वाक्य में 'to walk' एक Infinitive है, दूसरे में 'walking' एक Gerund, तीसरे में 'how to do it' एक Phrase और चौथे में 'that he is poor' एक Clause. ये सभी Noun के समान वाक्य के कर्त्ता हैं। इसलिए इनके साथ Singular Verb का प्रयोग हुआ है, जो शुद्ध है। यहाँ Plural Verb का प्रयोग सर्वथा अनुचित होता।

Rule X. The Adjective and the Verb

यदि Adjective का प्रयोग Noun की तरह हो और उससे बहुत-से व्यक्तियों या वस्तुओं का बोध हो, तो वाक्य का Subject होने पर उसके साथ Plural Verb का प्रयोग होता है; जैसे—

1. The *rich are* happy.
2. The *poor are* unhappy.
3. The *honest are* poor.
4. The *virtuous are* blessed.
5. The *blind* do not *receive* light.
6. The dumb do not hear.

Rule XI. (a) Many a/an, More than one

Many a/an+noun तथा more than one+noun के साथ सदा Singular Verb का प्रयोग होता है; जैसे—

1. Many a man *was* killed. 2. More than one boy *was* absent.

इस सम्बन्ध में इस मत का ध्यान रखें—

More than one, *though its sense is necessarily plural, is treated as a sort of compound of* **'one'**, *following its construction, and agrees with a singular noun and takes a singular verb—*

1. More than one workman was killed.
2. *More than one workman was killed, not 'workmen' or 'were',"*

—FOWLER : MODERN ENGLISH USAGE

(b) More+plural noun+than one

कुछ वाक्यों में more का प्रयोग होता है और इनकी बनावट इस प्रकार की रहती है—

more+plural noun+than one.

ऐसे वाक्यों में सदा Plural verb का प्रयोग होता है, जैसे—

1. More books than one *have been* bought.
2. More boys than one *were* present.

ऐसे वाक्यों में more के बाद आने वाले Plural Noun के अनुसार Plural Verb का प्रयोग होता है, one के अनुसार Singular Verb का नहीं।

EXERCISE

Correct the following sentences—

(a) More than one men were rewarded. (b) Many a books have been written. (c) More than one hours have passed. (d) Many a roses bloom and waste themselves in the desert air. (e) Many an ugly scenes were seen.

Hints—(a) man was; (b) book has; (c) hour has; (d) rose blooms and wastes itself; (e) scene was.

Rule XII. Subject+Apposition and the Verb

यदि कर्त्ता के बाद Apposition का प्रयोग हो, तो Verb सदा Apposition पद के पहले आने वाले Noun या Pronoun (कर्त्ता) के अनुसार होता है, Apposition पद के अनुसार नहीं; जैसे—

1. *I*, Rajendra Prasad, *am* a student.
2. *You*, boy, *are* very wicked.

यहाँ पहले में 'Rajendra Prasad' और दूसरे में 'boy' Apposition पद हैं,

क्योंकि इनका प्रयोग I और You के अर्थ को स्पष्ट करने के लिए (इनकी व्याख्या के रूप में) हुआ है और इनको comma के बीच रखा गया है। इसलिए, इन वाक्यों के Verbs Apposition पद के पहले आने वाले Pronouns (I और You) के अनुसार हैं, Apposition पद (Rajendra Prasad और boy) के अनुसार नहीं। इन वाक्यों में am और are के बदले is का प्रयोग सर्वथा अनुचित होता।

Note—कर्त्ता (Subject) के बाद जो noun उस कर्त्ता की व्याख्या करने के लिए प्रयुक्त होता है उसे apposition (समानाधिकरण) कहा जाता है।

EXERCISE

Correct the following sentences—

(a) I, Mohan is a student of I.A. (b) You, the son of a rich man, is very lucky. (c) He, the only son of his old parents, are very dutiful. (d) I, the man you were looking for, is here. (e) You, my life-long companion, has been very helpful to me.

Hints—(a) am; (b) are; (c) is; (d) am; (e) have.

Rule. XIII. Distributive Pronouns and the Verb

यदि वाक्य का Subject कोई Distributive Pronoun (each/everyone/either/neither) हो, तो Verb सदा Singular होता है; जैसे—

1. *Each* of them *has* gone. 2. *Neither* of the two views *is* good.

यहाँ Plural Verb का प्रयोग सर्वथा अनुचित होता। इस सम्बन्ध में इस नियम का ध्यान रखें—

Each *as subject is invariably singular, even when followed by 'of them' etc., e.g. Each of the wheels has three spokes.*

—FOWLER : MODERN ENGLISH USAGE

And again,

The use of plural verb after **Either**, *as in, 'Either of these methods are successful' is a common grammatical blunder.*

—FOWLER : MODERN ENGLISH USAGE

इस छोटे नियम का उल्लंघन कर इन लेखकों ने कितनी भद्दी भूल की है—

1. ...*but* **neither** *of them* **were** *able to enter it.* —S. RICHARDSON
2. **Neither** *of these two* **were** *more than minor poets.* —LAWRENCE DURRELL
3. **Each** *of these* **are** *a series of moral essays.* —OLIVER ELTON

इन वाक्यों को देखकर आप ऐसा न सोचें कि व्याकरण का यह नियम अब प्रयोग में नहीं है। आज भी सावधानी से लिखने वाले लेखक इस नियम का पालन सम्मान के साथ करते हैं। अमेरिका में भी, जहाँ व्याकरण के बहुत-से पुराने नियम अब ध्वस्त हो चुके हैं, इसका पालन किया जाता है। देखिए अमेरिका के प्रसिद्ध व्याकरणाचार्य के वाक्यों को—

1. **Neither** *of Bile's sisters* **has** *much luck in snaring a husband.* —NORMAN LEWIS
2. **Is either** *of your sisters working ?* —NORMAN LEWIS

Note—Plural Noun/Pronoun + each :

यदि each का प्रयोग Plural Noun या Pronoun के बाद हो, तो Verb Plural होता है; जैसे—

1. We each *wish* to rise. 2. They each have a problem.

इस वाक्य का Verb (wish) Plural है, क्योंकि each का प्रयोग Plural Pronoun (we) के वाद हुआ है। एक दूसरा उदाहरण भी लें—

The *wheels each have* twelve spokes.

यहाँ Plural Noun (wheels) के वाद each आया है। इसलिए यहाँ Plural Verb (have) का प्रयोग शुद्ध है।

EXERCISE

Correct the following sentences—

(a) Either of these methods are successful. (b) Neither of the faults were found out. (c) Neither of them were there. (d) Either of the roads are long. (e) Each of the students have to pay college tuition-fee every month. (f) Everyone of his sisters are unmarried. (g) They each has a book.

Hints—Use Singular Verbs in all the sentences except in (g).

Fill in the blanks with a suitable Finite Verb—

(a) Either of the two roads——bad (b) Neither of the sisters——married. (c) Each of them——present. (d) ——either of your sisters working ? (e) Everyone of them——a fool. (f) We each——a problem.

Hint—Use singular Verbs in all the sentences except in (f).

Rule XIV. Indefinite Pronouns and the Verb

जब वाक्य का Subject कोई Indefinite Pronoun होता है, तब साधारणतः कोई कठिनाई नहीं होती है, क्योंकि वह निस्सन्देह Singular होता है या Plural; जैसे—one, everyone, anyone, no-one, someone, nobody and somebody सदा singular रहते हैं और इसलिए इनके साथ Singular Verb आता है।

इसी प्रकार, both, many, some और few Plural हैं। अतः इनके साथ Plural Verb आता है; जैसे—

1. *Everyone knows* this. 2. *Many* of them *know* this.
3. *No one knows* this. 4. *Both* of them *know* this.
5. *Someone has* said so. 6. Some *have* said so.

हाँ, तीन ऐसे Indefinite Pronouns हैं जिनके प्रयोग में कुछ कठिनाई अवश्य होती है। ये हैं—None, Any, All, इसलिए इन पर विस्तारपूर्वक विचार करें।

The Number of NONE

None के साथ Singular Verb का प्रयोग हो या Plural का, इस सम्बन्ध में इन मतों पर विचार करें—

None *is an abbreviated form of* not one *or* no one *and would, therefore, seem to be singular, but in its context it usually has a plural sense—'At the time of the collision several persons were in the tram-car-but none were injured.' Only a literary purist would write* 'was' *and he would probably be influenced by Dryden's famous line—None but the brave deserves the fair But in a mistaken devotion to grammar he would be sinning against usage.* —G. H. VALLINS : GOOD ENGLISH

None *is more often used with the Verb in the Plural and has come to be regarded as the negative of 'any'* (*plural*).

—L. TIPPING : A HIGHER ENGLISH GRAMMAR

None *was originally used only as singular but it has also acquired a plural meaning*—**None have** *gone away yet.*

—NESFIELD : AIDS TO STUDY ENGLISH COMPOSITION

It is a mistake to suppose that the pronoun **'none'** *is singular only and must at all costs be followed by Singular Verb; The Oxford English Dictionary explicitly states that plural construction is commoner.*

—FOWLER : MODERN ENGLISH USAGE

इन आचार्यों के कहने का अभिप्राय यह है कि अब आधुनिक अँगरेजी में None का प्रयोग Plural में हो चला है, जैसा कि ऊपर के उदाहरणों से स्पष्ट है—

1. *None were injured.* 2. *None have* gone away yet.

कुछ और वाक्य लें—

1. *He lived in the victorian period....unaware of disharmonies because for him there* **were none.** —F. R. LEAVIS

2. *He looks anxiously to see whether there are any more. There* **are none.** —G. B. SHAW

3. **None** *of his translators* **have** *been able to catch the manner.*

—THE KENYON REVIEW : Spring '55

4. **None** *of the military services* **get** *all they want, none are crippled.* —THE NEW YORK TIMES : Jan 20, '57

5. ..**none** *of the minor characters* **are** *just decorative.*

—E. M. FORSTER

6. ....*which stares and gapes at nature, or tremble at portents where* **none were** *intended.* —BASIL WILLEY

इन वाक्यों में none को plural मानकर इसके लिए Plural Verb का प्रयोग किया गया है। व्याकरणाचार्यों के मतानुसार भी ऐसा प्रयोग शुद्ध है। अब इन वाक्यों को देखें—

1. *I would suggest that* **none** *of the plays of Shakespeare* **has** *a meaning....* —T. S. ELIOT

2. **None** *of the obvious complaints that were or might have been brought to bear upon the first Poems and Ballads* **holds** *good.*

—T. S. ELIOT

3. **None** *of his works* **shows** *more clearly how wide and unexpected were the resources of his genius.* —IFOR EVANS

4. ....*which* **none** *of his imitators* **have** *approached.* —IFOR EVANS

यहाँ पहले दो वाक्यों में Singular Verb (has and holds) का प्रयोग किया गया है, क्योंकि Eliot साहब ने none को Singular माना है। तीसरे वाक्य में इसके लिए Ifor Evans साहब ने Singular Verb का प्रयोग किया है, पर इन्होंने चौथे वाक्य में Plural Verb का प्रयोग किया है। इससे यह स्पष्ट है कि none का प्रयोग आजकल दोनों ही प्रकार से हो रहा है। कोई इसे singular मानता है और कोई plural और कोई कभी singular और कभी plural। मेरे विचार में, व्याकरण और प्रयोग दोनों ही दृष्टियों से, सर्वोत्तम मार्ग यह है कि none के साथ आप Singular Verb का प्रयोग करें और none of+plural noun/pronoun के साथ Plural Verb का। यदि Eliot साहब ने ऊपर के अपने वाक्यों में Plural Verb का प्रयोग किया होता तो और अच्छा होता। पर यह कहना उचित नहीं

कि इनके वाक्य अशुद्ध हैं। आप इतना ही कह सकते हैं कि ये वाक्य कुछ पुराने अवश्य लगते हैं।

The number of ANY

Any का प्रयोग singular और plural दोनों ही तरह से होता है; जैसे—

1. *Does any* of them know ?
2. *Do any* of them know ?
3. *Any* of these *is* long enough.
4. *Any* of these *are* long enough.

Any के साथ Verb के प्रयोग में कठिनाई नहीं होती, क्योंकि इसके साथ Verb singular होता है और plural भी, जैसा कि इन वाक्यों से स्पष्ट है।

The number of ALL

All का भी प्रयोग singular और plural दोनों ही तरह से होता है; जैसे—

1. *All is* well. 2. *All are* well.

ये दोनों वाक्य शुद्ध हैं। हाँ, इनके अर्थों में थोड़ा अन्तर अवश्य है। पहले वाक्य में all से everything या whole (singular) का बोध होता है, पर दूसरे से all persons या things (plural) का। कुछ और वाक्य लें—

1. *All's* well that ends well. 2. *All* that glitters *is* not gold.

इन वाक्यों में All का प्रयोग everything के अर्थ में हुआ है और इसलिए Singular Verb का प्रयोग किया गया है। याद रखना चाहिए कि जब all का अर्थ all men या things हो तो Plural Verb का प्रयोग होना चाहिए, पर जब all का अर्थ everything या whole हो, तो Singular Verb का। इसलिए All of us knows और All has gone away अशुद्ध वाक्य हैं, पर All is not yet lost बिलकुल शुद्ध।

Rule XV. Former/Latter/Following/Undersigned

Pronoun की भाँति इनका प्रयोग Noun के बदले होता है और इसलिए वाक्य में इनके साथ Verb Singular भी आ सकता है और Plural भी। यदि इनका प्रयोग केवल एक Singular Noun के बदले हो, तो Verb singular होता है, पर यदि ये एक से अधिक Noun के बदले आएँ तो, Verb plural होता है; जैसे—

1. *The great advantage of Dryden over Milton is that the* **former** **is** *always in control of his ascent*.... *the* **latter has** *created a perch from which he cannot afford to fall*.... —T. S. ELIOT

2. *It is what makes Marvell a classic; classic in sense in which Gray and Collins are not; for the* **latter** *with all their accredited purity,* **are** *poor in shades of feeling.* —T. S. ELIOT

यहाँ पहले वाक्य में the former और the latter के लिए Singular Verb आया है। क्यों ? क्योंकि ये दोनों ही Singular Noun के लिए प्रयुक्त हुए हैं—the former 'Dryden' के लिए और the latter 'Milton' के लिए। दूसरे वाक्य में the latter के लिए Plural Verb (are) का प्रयोग हुआ है, क्योंकि यहाँ यह Plural Nouns (Gray and Collins) के लिए आया है। इसलिए यहाँ are के बदले is का प्रयोग अशुद्ध होता।

यह नियम the following तथा the undersigned के साथ भी लागू होता है; जैसे—

1. *The* **following are** *the new rates.*

2. *The* **following is** *the weather-report.*

3. The undersigned requests the pleasure of your company tomorrow at 4 P. M.

Mohan

4. The undersigned request the pleasure of your company tomorrow at 4 P. M.

Mohan
Radha

यहाँ पहले वाक्य में the following के साथ Plural Verb (have) का प्रयोग शुद्ध है, क्योंकि यहाँ यह Plural Noun (rates) के लिए आया है। दूसरे वाक्य में following के साथ Singular Verb (is) का प्रयोग हुआ है जो शुद्ध है, क्योंकि यहाँ यह Singular Noun (report) के लिए प्रयुक्त हुआ है। तीसरे और चौथे वाक्यों में भी इस नियम का पालन किया गया है।

Note—एक बात याद रखें कि former, latter, following तथा undersigned में s लगाकर इन्हें Plural बनाना भूल है। इसलिए following का followings और undersigned का undersigneds नहीं हो सकता।

EXERCISE

Correct the following Sentences—

(a) Both Keats and Shelley are good poets but the latter are not as great as the former. (b) Shaw and Shakespeare are great dramatists; but the difference is that the former are anti-romantic whereas the latter romantic. (c) The following are the market report. (d) The undersigneds request the pleasure of your company.

Hints—(a) the latter is; (b) the former is......the latter is; (c) is; (d) undersigned.

Rule XVI. Subject + Verb 'to be' + Complement

कुछ वाक्यों की बनावट इस प्रकार की होती है—

Subject + Verb 'to be' + Complement (noun/pronoun).

इन वाक्यों को लें—

1. It is he. 2. It is they. 3. It is I.
4. It is the boys who lost. 5. It is the girls who won.

यहाँ इन वाक्यों में 'it' Subject है, 'is' Verb 'to be' और he/they/I boys/girls Complements (पूरक) हैं। ऐसे वाक्यों में Verb 'to be' का number Subject के अनुसार होता है, Complement के अनुसार नहीं।

Subject को पहचानने में कोई भी कठिनाई नहीं होती क्योंकि Assertive Sentence में Verb 'to be' के पहले जो Noun या pronoun रहता है वही Subject होता है और Verb 'to be' के बाद आने वाला Noun या Pronoun होता है Complement, जैसा कि ऊपर के वाक्यों से स्पष्ट है। इसलिए दूसरे वाक्य में It is they को It are they कर देना अशुद्ध होगा। जो लोग It are they लिख मारते हैं, वे समझते हैं कि 'They' Subject है, पर वास्तव में यह तो है Complement और इसलिए इसका प्रभाव Verb पर पड़ ही नहीं सकता। कुछ और वाक्य लें—

1. The last *crop was* potatoes. 2. Our only *guide was* the stars.

इन वाक्यों में Singular Verb (was) का प्रयोग शुद्ध है, क्योंकि यह Singular Subject (crop/guide) के अनुसार प्रयुक्त हुआ है। यदि यहाँ potatoes/stars को Subject मान कर Plural Verb का प्रयोग किया जाता, तो वह अशुद्ध हो जाता। इस सम्बन्ध में इस नियम को याद रखें—

The Noun that stands before the Verb should be regarded as the Subject and the Verb adapted to it. —FOWLER : KING'S ENGLISH

अच्छे लेखक इस नियम का पालन आदरपूर्वक करते हैं—

1. **What concerns criticism** is *not the avowed or unavowed* **motives** *of the artist....* —I. A. RICHARDS
2. *Coleridge's supreme* **contribution** *to poetry* **was** *the three* **poems.** —C. M. BOWRA

Note—(a) एक बहुत पुराना पर प्रसिद्ध वाक्य है—

The wages of sin is death.

यहाँ Singular Verb (is) का प्रयोग हुआ है, यद्यपि Subject (wages) Plural है। आधुनिक प्रयोग के अनुसार यहाँ are होना चाहिए। लेखक ने शायद wages को Singular मानकर या death को Subject समझकर Singular Verb का प्रयोग किया है। आप ऐसा न करें और न इसके आधार पर कोई दूसरा वाक्य बनाएँ।

Note—(b) ऊपर कहा गया है कि Verb 'to be' के पहले आने वाला Noun या Pronoun ही Subject होता है; पर Interrogative sentences में Verb 'to be' के बाद आने वाला Noun या Pronoun ही Subject होता है, Verb 'to be' के पहले आने वाला नहीं; जैसे—

What proof *are* these tears ?

यहाँ are के बाद आने वाला Noun (tears) Subject है, इसके पहले आने वाला Noun (proof) नहीं, क्योंकि यह Interrogative sentence है। अतः यहाँ Plural Verb का प्रयोग शुद्ध है। इसलिए—What armour *is* your *achievements* against death ?—में Plural Verb 'are' का प्रयोग होना चाहिए, क्यों ? इसलिए कि यहाँ Subject *achievements* है, armour नहीं।

EXERCISE

Correct the following sentences—

(a) The only difficulty are the fast changes brought about. (b) The most pompous monument of Egyptian greatness are the pyramids. (c) My great need are the clothes. (d) Man's only friend are his moral qualities. (e) What he requires are books and clothes. (f) The trouble with most men's family lives are their mothers-ni-law. (g) What we need in the modern world are moral qualities. (h) I is he. (i) He am I. (j) You is he. (k) It are they.

Hints—Use Singular Verb in all the the sentences from (a) to (g) but 'am' in (h); 'is' in (i); 'are' in (j); and 'is' in (k).

Rule. XVII. Relative Pronouns and the Verb

noun/pronoun + who/which/that

यदि वाक्य का Subject कोई Relative Pronoun (who, which, that) हो

तो Verb उसके Antecedent के अनुसार होता है। आप जानते हैं कि Antecedent उस Noun/Pronoun को कहते हैं जो Relative Pronoun के पहले आता है, अर्थात् जिसके लिए Relative Pronoun का प्रयोग होता है; जैसे—

1. The *man* who *is* here *is* my friend.
2. The *men* who *are* here *are* my friends.

यहाँ दोनों ही वाक्यों में Relative Pronoun 'who' है, पर पहले का Antecedent Singular Noun (man) है और दूसरे का Plural Noun (men). इसलिए पहले वाक्य में Singular Verb का प्रयोग हुआ है और दूसरे वाक्य में Plural का।

कुछ और वाक्य लें—

1. I am the *man* who *has* helped you.
2. It is *I* who *have* helped you.
3. The pen that *is* here *is* mine.
4. The pens that *are* here *are* mine.

पहले वाक्य में Singular Verb का प्रयोग हुआ है। क्यों? इसलिए कि Relative Pronoun (who) का Antecedent (man) Singular है। दूसरे वाक्य में Plural Verb (have) का प्रयोग हुआ है, क्योंकि यहाँ Relative Pronoun (who) का Antecedent (I) first person है, जिसके लिए Present Tense में Plural Verb (have) आता है। यहाँ पहले वाक्य में have और दूसरे वाक्य में has का प्रयोग अशुद्ध होता। तीसरे और चौथे वाक्यों में भी Antecedent (pen/pens) के अनुसार Verbs का प्रयोग हुआ है।

Caution : one of + plural noun/pronoun + who/which/that

जब वाक्य में *one of* का प्रयोग हो, तो of के बाद आने वाले Noun/Pronoun को ही Antecedent मानें और उसके अनुसार Verb का प्रयोग करें, of के पहले आने वाले (one) के अनुसार नहीं; जैसे—

She is one of *those* who *do* not accept this view.

यहाँ who का Antecedent 'those' है, 'one - नहीं और इसलिए Relative Pronoun (who) के लिए Plural Verb (do) का प्रयोग किया गया है। यहाँ Singular Verb का प्रयोग अशुद्ध होता। शायद असावधानी के कारण ही इन महान् लेखकों ने इन वाक्यों में Singular Verb का प्रयोग किया है, जो उचित नहीं—

1. *This, it may be, is one of the first* **difficulties that faces** *us in a library.* —VIRGINIA WOOLF

2. *It was this that was worrying Gide, or rather one of the* **things that was** *worrying him....* —E. M. FORSTER

3. *One of the* **qualities that marks** *the romantic from the classical attitude derives from this difference in the feeling for time.* —DR. A. A. MENDILOW

4. *I am not one of the desk-pounding* **types that likes** *to stick out his jaws.* —THE NEW YORK TIMES : Jan. 20, '57

इन वाक्यों में Plural Verbs (क्रमशः face, were, mark, like) का प्रयोग होना चाहिए, क्योंकि इन वाक्यों में Relative Pronouns के Antecedents हैं क्रमशः difficulties, things, qualities और types, जो Plural हैं।

देखिए सावधानी से लिखने पर वाक्य कैसे शुद्ध होते हैं—

1. *He (Dryden) remains one of* **those who have** *set standards for English verse....* —T. S. ELIOT

2. *His (Andrew Lang's) sonnet is one of the most interesting of the many* **documents that are** *to be found in the Oxford Book of English Verse.* —F. R. LEAVIS

3. *But this is one of the hundred* **faults....which do** *not matter.* —OLIVER ELTON

4. *Palpable is one of the* **words that** *are liable to clumsy treatment of this sort....* —H. W. FOWLER

उपर्युक्त वाक्यों में Relative Pronouns (who/that/which/that) के लिए Plural Verbs का प्रयोग शुद्ध है क्योंकि इनके Antecedents हैं क्रमशः those/ documents/faults/words, जो Plural हैं। आप भी इसी प्रकार सावधानी से लिखें।

EXERCISE

Correct the following sentences—

(a) He is one of the best men that has ever lived. (b) I am the man who am to blame. (c) You are the boy who have beaten me. (d) It is you who has said so. (e) I am one of those who am of a different view. (f) He is one of those who has served this country heart and soul. (g) I am the man who have done it. (h) This is an epoch of one of the most singular discoveries that has been made amongst men. (i) It is I who is your best friend.

Hints—(a) have; (b) is; (c) has; (d) have; (e) are; (f) have; (g) has; (h) have; (i) am.

2. *Fill in the blanks with a suitable Finite Verb—*

(a) It is I who...responsible for this. (b) I am the man who...guilty. (c) This is one of the hundred facts which...so common. (d) I am the one who...to blame. (e) He is one of those men who...always finding fault. (f) You are the person who ...really guilty.

Hints—(a) am; (b) is; (c) are; (d) is; (e) are; (f) is.

3. *Fill in the blanks with a word from the box.*

has	have	those
one	that	are

1. You are the man who...harmed me. 2. He is...of those who...helped me. 3. The pens...are here are mine 4. I do not like...who...dishonest. 5. This is

one of the faults that...led to his fall. 6. Each of us...said so. 7. Either of them ...to do it. 8. A number of pens...black.

Rule XVIII. Subject+(and) Subject and the Verb

(a)—जब दो या दो से अधिक Nouns या Pronouns को and से जोड़ा जाता है, तो Verb सदा Plural होता है; जैसे—

1. *Mohan* and *Sohan are* friends. 2. *Two* and *two make* four.
3. *She* and *I are* friends. 4. *You* and *he are* neighbours.

(b)—यदि and से संयुक्त Singular Nouns एक ही व्यक्ति या वस्तु का बोध कराएँ तो Verb singular होता है। याद रखें—Subject+Subject=one person; जैसे—

The *Magistrate* and *Collector is* on tour.

यहाँ दो Singular Nouns (Magistrate and Collector) जो and से जोड़े गये हैं एक ही व्यक्ति का बोध कराते हैं, दो का नहीं, क्योंकि सिर्फ पहले noun के साथ Article का प्रयोग किया गया है। यदि इन दोनों के साथ Article का प्रयोग हुआ होता, तो ये दो व्यक्तियों का बोध कराते और वैसी अवस्था में Plural माने जाते; जैसे—

The Magistrate and *the* Collector are on tour.

अब, इस वाक्य को लें—

The *poet* and *philosopher has* said so.

यहाँ Singular Verb (has) का प्रयोग शुद्ध है क्योंकि यहाँ एक ही Noun के पहले Article आया है इसलिए ऐसा मालूम होता है कि यहाँ एक ही व्यक्ति poet और philosopher दोनों है। यदि यहाँ इन दोनों ही Nouns के पहले Article आ जाय, तो इससे मालूम होगा कि ये दो व्यक्ति हैं और इसलिए Verb Plural का प्रयोग इस प्रकार होगा—

The poet and *the* philosopher *have* said so.

Note—जब दो अंक (figures) and से संयुक्त रहते हैं और उनके बाद Verb आता है, तो वह Singular (is) हो सकता है या Plural (are) भी; जैसे—

1. *Two* and *two is* four. 2. *Two* and *two are* four.

जो ऐसे वाक्यों में Singular Verb का प्रयोग करते हैं, वे and से संयुक्त इन अंकों को एक mathematical concept मानते हैं और जो Plural Verb का प्रयोग करते हैं, वे इनको अलग-अलग मानते हैं। ये दोनों ही विचार तर्कपूर्ण हैं और इसलिए दोनों ही प्रयोगों को शुद्ध माना जाता है। इस सम्बन्ध में इस मत का ध्यान रखें—

Five and Five is *ten—right. But don't jump to the conclusion that 'Five and five* are *ten' is wrong—both verbs are equally acceptable in this or any similar construction.* —NORMAN LEWIS : WORD POWER

मेरी राय है कि ऐसे वाक्यों में Singular Verb (is) का प्रयोग करना चाहिए, क्योंकि Mathematics के क्षेत्र में यही प्रयोग अधिकतर मिलता है।

1. *Two* plus (and) *two* is four. 2. *One* plus (and) *one* is two.

(c)—कुछ ऐसे Singular Nouns हैं जो and से संयुक्त रहते हैं और प्रयोग में बराबर एक साथ आते हैं, मानो एक Noun दूसरे का जोड़ा (pair) हो। इसलिए ऐसे Nouns को 'Parcel Subject' भी कहा जाता है। ऐसे वाक्यों का Verb सदा singular रहता है; जैसे—

1. *Bread* and *butter is* a rich food.
2. *Horse* and *carriage is* waiting at the gate.
3. *The crown* and *glory* of life *is* character.
4. *Pen* and *ink is* required for me.

इन सभी वाक्यों में दो-दो Noun 'and' से जोड़े गये हैं, पर Verb है singular, क्योंकि प्रयोग में and से संयुक्त ये Nouns बराबर जोड़े बनकर आते हैं और एक साथ मिलकर एक ही वस्तु का बोध कराते हैं।

Note—ऐसे वाक्यों में भी Plural Verbs का प्रयोग हो सकता है और होना भी चाहिए, जब ऐसे जोड़े Nouns से एक वस्तु का नहीं, वरन एक से अधिक का बोध होता है। वैसी अवस्था में Verb के Complement से यह पता चल जाता है कि ये Nouns मिलकर एक वस्तु का बोध कराते हैं या ये अलग-अलग कई वस्तुओं का बोध कराते हैं; जैसे—

Bread and water *are* the *necessaries* of life.

यहाँ 'necessaries' जो Plural Noun है Verb का Complement है। इसके Number से यह पता चलता है कि इस वाक्य में 'bread' और water' दो अलग-अलग वस्तुएँ हैं, दोनों मिलकर एक नहीं। यदि ये एक ही वस्तु का बोध कराते, तो Complement plural होता ही क्यों? अतः इससे यह स्पष्ट है कि ऐसे वाक्यों में Plural Verb का प्रयोग होना चाहिए। अब इस वाक्य को लें—

Bread and water *is* the simplest *food*.

यहाँ Singular Verb (is) का प्रयोग शुद्ध है। क्यों? इसलिए कि Singular Complement (food) यह बतलाता है कि bread और water दो अलग-अलग वस्तुएँ नहीं हैं, बल्कि ये दोनों मिलकर एक वस्तु (food) का बोध कराते हैं।

(d)—यदि Singular Nouns को and से जोड़ा जाए और उनमें से एक के पहले भी each, every या no का प्रयोग हो, तो Verb singular होता है; जैसे—

1. *Each* man and *each* woman *is* of the same opinion.
2. *Every* Tom, Dick and Harry *wears* suit these days.
3. *Every* day and *every* night *brings* its own pleasures for us.
4. *No* boy and *no* girl *was* present there.

इन वाक्यों में Nouns को and से जोड़ा गया है, फिर भी Verbs singular हैं, क्योंकि इन Nouns के पहले each, every या no का प्रयोग हुआ है। यहाँ Plural Verb का प्रयोग अनुचित होता। अब इन वाक्यों को देखें—

1. *Life....is a long stretch full of variety, in which* every hour *and* circumstance have their *peculiar merit.* —VIRGINIA WOOLF

2. ....every town *and* every village were *so short of labour after the Black Death that high wages were given to immigrants.*

—G. M. TREVELYAN

यहाँ नियमानुसार पहले वाक्य में has और its का प्रयोग होना चाहिए और दूसरे में was का। आप ऐसा न सोचें कि ऐसे वाक्यों में Plural Verb का प्रयोग अब शुद्ध माना जाता है, क्योंकि इनसे भी बड़े लेखकों ने इस नियम का पालन आदरपूर्वक किया है।

EXERCISE

1. *Correct the following sentences—*

(a) You and I am neighbours. (b) He and I is class friends. (c) The guide and guardian are dead. (d) The leader and scholar are to address this meeting to-day. (e) Ink and paper is necessary articles of daily use. (f) Rice and fish are my favourite dish. (g) Milk and honey is costly things. (h) The Magistrate and Collector were present there. (i) Every boy and every girl have attended this meeting. (j) No student and no teacher were present there.

Hints—(a) are; (b) are; (c) is; (d) is; (e) are; (f) is; (g) are; (h) was; (i) has; (j) was.

2. *Fill in the blanks with suitable Finite Verbs—*

समालोचक (a) Every thought and every feeling—not valuable. (b) The poet and the critic—of different opinions on this matter. (c) He and I—bosom friends. (d) Pen and paper—necessary articles for students. (e) Bread and butter—a rich food. (f) The poet and scholar—dead.

Hints—(a) is; (b) are; (c) are; (d) are; (e) is; (f) is.

Rule XIX. As well as, Not only, Nothing but , Like, with etc.

(a)—कुछ वाक्यों के Subjects इन शब्दों के द्वारा जोड़े जाते हैं—

as well as, and not, with, together with, along with, in addition to, no less than, rather than, more than, like, unlike, but, except, besides, including, excluding.

ऐसे वाक्यों का verb पहले subect के अनुसार होता है, जैसे—

1. A robber with all his followers was arrested.
2. *His* (*Blake's*) philosophy, like *his visions*. . . .was *his own*.

—T. S. ELIOT

3. *Solid* qualities, like *a good marriage settlement*, endure.

—OLIVER ELTON

4. *This broken* talk, with *its exclamations, interruptions and changes of voice*, is *also found in Sterne.* —OLIVER ELTON

5. Dante, more than *any other poet*, has *succeeded in dealing with his philosophy*. . . . —T. S. ELIOT

यहाँ पहले तथा दूसरे वाक्यों में Singular Verb (was) का प्रयोग हुआ है और तीसरे में Plural Verb (endure) का, जो शुद्ध है। इसी प्रकार, चौथे और पाँचवें वाक्यों में Singular Verb का प्रयोग शुद्ध है; क्योंकि with और more than के पहले Singular Noun (talk/Dante) का प्रयोग हुआ है। कुछ और वाक्य लें—

1. The *thief*, as well as his sons, *was* arrested.
2. The *thief*, and not his sons, *was* guilty.
3. *He*, rather than his victims, *was* really unhappy in the end.

4. *She*, no less than you, *is* responsible.

इन वाक्यों में as well as, and not और rather than के पहले आने वाले Noun या Pronoun के अनुसार Verb का प्रयोग हुआ है इसलिए ये वाक्य शुद्ध हैं। इस साधारण नियम का उल्लंघन कर इन वाक्यों में भयंकर भूल की गयी है—

1. A taxi along with *two passengers* are *traceless.*

2. *On the opening ceremony* were *present a minister* together with *the District Magistrate.*

उपर्युक्त दोनों ही वाक्यों में Singular Verb का प्रयोग होना चाहिए, क्योंकि along with और together with के पहले क्रमशः taxi और minister आये हैं, जो Singular Nouns हैं।

not only....but

(b)—यदि दो Subjects को *not only....but* के द्वारा जोड़ा जाए, तो Verb के number और person अन्तिम Subject के अनुसार होते हैं; जैसे—

1. Not only India but all *countries are* in trouble.
2. Not only he but all his *friends were* arrested.

अगर यहाँ पहले वाक्य में India और दूसरे वाक्य में he के अनुसार Singular Verb का प्रयोग होता, तो ये वाक्य अशुद्ध हो जाते।

nothing but+noun

(c)—कुछ वाक्यों की बनावट इस प्रकार की होती है—

nothing but+noun+verb

ऐसे वाक्यों में nothing but के बाद कोई Singular या Plural noun आता है, पर वाक्य का Verb सदा Singular होता है। इन वाक्यों को देखें—

1. Nothing but *snow is* seen.
2. Nothing but *trees is* seen.

यहाँ पहले वाक्य में nothing but के बाद एक Singular noun (snow) आया है और दूसरे में एक Plural noun (trees), पर दोनों वाक्यों का Verb Singular है। यहाँ दूसरे वाक्य में are का प्रयोग अशुद्ध होता, क्योंकि ऐसे वाक्यों का Subject होता है nothing जो सदा Singular रहता है। याद रखें कि ऐसे वाक्यों का Subject वह noun नहीं होता जो but के बाद आता है। इस नियम के अनुसार यह वाक्य अशुद्ध है—

Nothing but heads were seen.

Caution—इन वाक्यों को देखें—

1. He *as well as* I *likes* fish. 2. You *as well as* she dance well.

व्याकरण की दृष्टि से ये वाक्य शुद्ध तो अवश्य हैं, पर सुनने में बहुत ही भद्दे लगते हैं और बोलने में अस्वाभाविक। यही कारण है कि आधुनिक अँगरेजी में, और खासकर बोलचाल में, ऐसे वाक्य विरले ही मिलते हैं। आप भी ऐसे वाक्य न लिखें, तो अच्छा हो। ऐसे वाक्यों की बनावट को *and so+Verb* के द्वारा इस प्रकार बदल दें—

1. He likes fish and so do I.
2. You dance well, and so does she.

अब, इस वाक्य को लें—

The thief as well as his sons was arrested.

इसे भी इस प्रकार बदला जा सकता है—

The thief was arrested, and so were his sons.

EXERCISE

1. *Correct the following sentences—*

(a) He as well as I are guilty. (b) The house with all its belongings, were sold away. (c) You, rather than your father, is to blame. (d) Ram, like all his companions, are a spoiled child. (e) No one except a few fortunate shareholders have reaped the harvest. (f) You as well as I am responsible for this action. (g) The ship with all its passengers were lost. (h) There are nothing but miseries in life. (i) Not only she but all hers sisters has been married.

Hints—(a) is; (b) was; (c) are; (d) is; (e) has; (f) are; (g) was; (h) is; (i) have been.

2. *Fill in the blanks with suitable Finite Verbs—*

(a) These houses with a garden in front—lovely. (b) He as well as I—present. (c) He more than his parents—responsible for his bad career. (d) Ram along with his friends—going to the college. (e) You, unlike your father,—a miser. (f) The robber as well as his associates—arrested.

Hints—(a) are; (b) is or was; (c) is or was; (d) is or was; (e) are, (f) was.

Rule XX. The Separators and the Verb

(a)—यदि or, nor, either....or या neither....nor के द्वारा दो या दो से अधिक Singular Nouns या Third Person के Singular Pronouns को अलग (separate) किया जाए, तो Verb singular होता है; जैसे—

1. Neither *beauty* nor *duty is* an armour against death.
2. Either *rain* or *storm is* to come.
3. Neither *he* nor *she is* here.

इस नियम की अवहेलना अँगरेजी के कुछ प्रसिद्ध लेखकों ने की है—

1. *Neither search nor labour* **are** *necessary.* —DR. JOHNSON
2. *Neither painting nor fighting* **feed** *men.* —RUSKIN
3. *Parody or adaptation* **have** *enormous advantages to certain novelists.* —E. M. FORSTER
4. *A chance word or sigh* **are** *just as much evidence as a speech or a murder.* —E. M. FORSTER
5. *No young lady of Miss Austen's acquaintance waiting eagerly for the appearance of Scott's or Byron's next volume of verse, seems ever to have asked what* **Mr. Thrope or Mr. Ton Bertram were** *going to do to serve their country in times of danger.* —G. M. TREVELYAN

इन पाँचों वाक्यों में Singular Verb का प्रयोग होना चाहिए। आप इन महान् लेखकों को देखकर ऐसा मत सोचें कि यह नियम अब टूट गया है। सच तो यह है कि सावधानी से लिखने वाले आज के महान् लेखक इस नियम का पालन कर रहे हैं, और ये लेखक तो निश्चय ही डॉ० जॉनसन और रस्किन आदि से बड़े हैं। इन वाक्यों को देखें—

1. *A reader or auditor* is *at liberty to remain passive.*—EZRA POUND
2. *The teacher or lecturer* is *a danger.* —EZRA POUND
3. *We say, in a vague way, that Shakespeare, or Dante, or Lucretius* is *a poet who thinks.* —T. S. ELIOT
4. *Neither the letter nor the writer* was *in any degree interesting..* —JANE AUSTEN

यहाँ महान् लेखकों ने व्याकरण के नियमानुसार Singular Verb का प्रयोग किया है। आप भी नियम का पालन करें।

(b)—यदि Plural Nouns या Pronouns को or, nor, either...... or या neither......nor के द्वारा अलग किया जाए, तो Verb plural होता है; जैसे—

1. Neither men nor *women have* come.
2. Either you or *we have* to do it.
3. Neither we nor *they are* to blame.

(c)—यदि भिन्न-भिन्न persons के Nouns या Pronouns को or, nor, either......or या neither......nor के द्वारा अलग किया जाए, तो वाक्य में पहले Second Person का Pronoun आता है, उसके बाद Third Person का और अन्त में First Person का (2 3 1) और Verb अपने सबसे नजदीक आने वाले Pronoun के अनुसार होता है; जैसे—

1. Either he or *I am* guilty.
2. Neither you nor *he is* guilty.
3. Neither you nor *I am* guilty.
4. *Is he* or I to blame ?
5. *Are you* or he to blame ?
6. *Are you* or I to blame ?

इन वाक्यों में २ ३ १ फारमूला के अनुसार भिन्न-भिन्न प्रकार के Persons के Pronouns को रखा गया है और Verb अपने सबसे नजदीक आने वाले के अनुसार।

(d)—यदि भिन्न-भिन्न Number के Nouns या Pronouns को or, nor, either......or या neither......nor के द्वारा अलग किया जाए, तो अन्त में Plural (Noun या Pronoun) को रखा जाता है और Verb अपने सबसे नजदीक आने वाले Noun या Pronoun के अनुसार होता है; जैसे—

1. Neither the son nor his *parents are to* blame.
2. Either he or *they are* to blame.
3. Neither she nor *they are* to blame.
4. *Is he* or they to blame ?
5. *Is the son* or his parents to blame ?

इन वाक्यों में Plural Noun या Pronoun को अन्त में रखा गया है और Verb अपने सबसे समीप आने वाले के अनुसार प्रयुक्त हुआ है।

Caution—Rule (c) और (d) के सम्बन्ध में कुछ लोगों के मन में एक धारणा है जो मेरे विचार में ठीक नहीं। उनका मत है कि जब वाक्य में भिन्न-भिन्न Persons या Numbers के Nouns या Pronouns को or, nor, either......or या neither ......nor के द्वारा अलग किया जाता है, तो अन्त में आने वाले Noun या Pronoun के अनुसार Verb होता है और वह Verb plural होता है। देखिए, उनलोगों के दिये हुए

नियमों को—

When two or more nominatives in different numbers are joined by 'or' or 'nor' the Verb is in the **plural** *: John or his friends are to blame.*

If one of the Subjects separated by 'or' or 'nor' happens to be plural, it should be placed nearest to the Verb which also should be **plural** *: Neither John nor his friends have come.*

इन नियमों के आधार पर क्या ये वाक्य अशुद्ध हैं ?—

1. *Is* John or his *friends* to blame ?
2. *Has* neither John nor his *friends* come ?

मेरे जानते ये वाक्य निस्सन्देह शुद्ध हैं। अपने मत की पुष्टि के लिए सबसे महान् व्याकरणाचार्य का विचार आपके सामने है—

Give the Verb the number of the alternative nearest it—'Mother or **Children are** *to die.'* **'Is** *the* **child** *or the* **parents** *to be blamed ?' What should not be said is 'Mother or children* **is** *to die', '***Are** *the child or the parents to be blamed ?'......* —FOWLER : MODERN ENGLISH USAGE

इससे यह स्पष्ट है कि भिन्न-भिन्न numbers या persons के Nouns या Pronouns जब or, nor, either....or या neither....nor के द्वारा अलग किये जाते हैं, तो Verb अपने से सबसे नजदीक आने वाले Noun या Pronoun के अनुसार होता है, जैसा कि Rule (c) और (d) में बतलाया गया है। यह आवश्यक नहीं है कि Verb plural ही हो या अन्त में आने वाले Noun या Pronoun के अनुसार हो; जैसे—

1. *Were you* or he there ? 2. *Were you* or I there ?

इन दोनों ही वाक्यों में Verb के समीप you है और इसलिए इसके अनुसार were का प्रयोग हुआ है। यदि यहाँ अन्त में आने वाले he या I अनुसार was का प्रयोग होता, तो वह अशुद्ध होता।

Note—Rule (c) और (d) के सम्बन्ध में व्याकरणाचार्यों के बीच कुछ मतभेद है। आप उनके विचार पर गौर करें—

When two Subjects are joined by 'or' or 'nor' the verb agrees in person with the Subject nearest to it—Either James or I am at the top of the class; Either you or James has done it. —NESFIELD

नेसफिल्ड साहब के मतानुसार जब दो Subjects को or या nor के द्वारा जोड़ा जाता है, तब Verb अपने सबसे समीप आने वाले Subject के अनुसार होता है। उदाहरण देते हुए उन्होंने बतलाया है कि पहले वाक्य में First Person 'I' को either....or से जोड़ने पर क्रिया 'I' के अनुसार हुई है क्योंकि यह Verb के नजदीक है। दूसरे वाक्य में क्रिया के समीप 'James' है और इसलिए क्रिया इसी के अनुसार 'has' है, 'you' के अनुसार नहीं। दूसरे लोगों ने भी यही कहा है कि भिन्न-भिन्न number और persons के Subjects को either ......or या neither......nor से जोड़ें, तो Verb अपने से सबसे समीप आने वाले Subject के अनुसार होता है।

अब एक दूसरे मत पर विचार करें—

In this construction the Number and Person of Verb must be common to both parts of the Subject. So both the parts of the Subject must be of the same Number and Person. When there is a clash between the Verb and one part of the Subject, the construction is better avoided.

—G. H. VALLINS : GOOD ENGLISH

इनका मत है कि वाक्य में यदि भिन्न-भिन्न number और person के कर्त्ता को either....or या neither....nor से जोड़ा जाए और क्रिया एक ही कर्त्ता के अनुसार हो, तो यह अशुद्ध है; जैसे—

Either he or I am wrong.

यहाँ am का प्रयोग 'I' के साथ तो ठीक है, पर 'he' के साथ 'am' नहीं आता, 'is' आता है। इस वाक्य में क्रिया और एक कर्त्ता के साथ मेल है, पर दूसरे कर्त्ता के साथ नहीं। इसलिए ऐसे वाक्य नहीं लिखें। फाउलर साहब ने भी यह कहा है कि बुद्धिमान लोग वाक्य की ऐसी बनावट को छोड़ देते हैं। इस विषय में नेसफिल्ड साहब का मत भी करीब-करीब यही है—

It would be better, however, to repeat the Verb for each Subject. The sentences would, then, be re-written as follows—Either James is *at the top of the class or I* am; *Either you* have *done it or James* has.

यदि हम ऐसा लिखें—Either James or I am at the top of the class—तो इस वाक्य की क्रिया am 'I' के साथ तो मेल खाती है, पर 'James' के साथ नहीं।

इसलिए यदि वाक्य में भिन्न-भिन्न number और person के Subject को either....or या neither....nor से जोड़ें, तो नेसफिल्ड साहब के बताये हुए नियम के अनुसार वाक्य की बनावट को थोड़ा-सा बदल दें; जैसे—

Neither you nor I am right = Neither you are right nor I (am).

यदि आप ऐसा कर सकें तो अच्छा हो, पर यह कुछ कठिन अवश्य है। इसलिए आप चाहें तो ऊपर बताये गये Rule (c) तथा (d) के अनुसार ही चलें और जहाँ दो Nouns/Pronouns अलग-अलग person या number के हों वहाँ सबसे समीप आने वाले Noun/Pronoun के अनुसार ही Verb का प्रयोग करें। यही नियम अधिक प्रचलित है। देखिए अमेरिका के प्रसिद्ध व्याकरणाचार्य का वाक्य जिसमें उन्होंने इसी नियम को (अर्थात् सबसे समीप आने वाले Subject के अनुसार Verb के प्रयोग को) अपनाया है—

One or two of her features are *very attractive.*

—NORMAN LEWIS

EXERCISE

1. *Correct the following sentences—*

(a) Neither chapter nor verse are given. (b) Either sugar or milk are required. (c) Neither a pen nor a pencil are there. (d) Either he or I is wrong. (e) Only

one or two boys has come. (f) Neither his friends nor he is there. (g) Either his parents or he himself is to blame. (h) Are the child or his parents to blame ? (i) Are he or they to blame ? (j) Have John or his friends come ? (k) Either Tom or Henry are coming here.

Hints—(a) is; (b) is; (c) is; (d) am; (e) have: (f) Nither he nor his friends are there; (g) Either he himself or his parents are to blame; (h) Is the child...... ? (i) Is he.........? (j) Has John............? (k) is.

2. *Fill in the blanks with suitable Verbs*—

(a) Neither he nor his sister– married. (b) Either you or I—to blame. (c) Neither he nor you—to go. (d) Either she or her friends—singing. (e) Neither he nor I—sorry for this. (f) —the son or his parents to blame ? (g) —you or he to blame ? (h) —neither he nor his friends come ?

Hints—(a) are; (b) am; (c) are; (d) are; (e) am; (f) is; (g) are; (h) has

3. *Match A with B so as to make correct sentences*—

A	*B*
Nothing but foot prints	were found.
The poet and thinker	were present.
He and I	was absent.
Neither boats nor ships	was seen.
She no less than you	are responsible for this.
Not only he but all his sons	is really guilty.

Rule XXI. Multiplication and the Verb

गणितशास्त्र (mathematics) में गुणा (multiply) करने के सम्बन्ध में ऐसे वाक्य प्रयोग में आते हैं—

Six times four; twice two.

ऐसे वाक्यों में Verb singular हो सकता है और plural भी; जैसे—

1. Six *times* four *is* twentyfour. 2. Six *times* four *are* twentyfour.
3. *Twice* two *is* four. 4. *Twice* two *are* four.

जो ऐसे वाक्यों में Singular Verb का प्रयोग करते हैं वे मानते हैं कि ऐसी संख्या (जैसे six, two आदि) से केवल एक वस्तु (definite figure) का बोध होता है और जो Plural Verb का प्रयोग करते हैं वे समझते हैं कि ऐसी संख्या से अनेक वस्तुओं का बोध होता है। ये दोनों विचार तर्कयुक्त हैं और इसलिए इन दोनों को शुद्ध समझा जाता है। आपको जो

अच्छा लगे वही करें, क्योंकि कोई दूसरा व्यक्ति इस समस्या का हल आपके लिए नहीं ढूँढ़ सकता—

That question each of us can answer, perhaps, for himself : but not one for other people, it is therefore equally correct to say—'Twice two is *four, Twice two* are *four'. Moreover, as the two are equally old, 'Four times six' was plural as long ago as* 1380, *and 'Ten times two was singular in* 1425.
—FOWLER : MODERN ENGLISH USAGE

ऐसे वाक्यों में Singular और Plural Verb दोनों ही शुद्ध समझे जाते हैं; पर मेरा विचार है कि ऐसे वाक्यों में Singular Verb का प्रयोग अधिक अच्छा मालूम पड़ता है, क्योंकि दैनिक जीवन में तथा गणितशास्त्र की पुस्तकों में भी ऐसा ही प्रयोग अधिकतर मिलता है। गणितशास्त्र के विद्यार्थी ऐसे वाक्यों में Plural Verb का प्रयोग कभी भी नहीं करते।

Rule XXII. Quantity words and the Verb

Much/More/Little/Less हैं Adjective of Quantity जिनसे वस्तु की quantity (परिमाण) का बोध होता है। अतः वाक्य में Subject की भाँति प्रयुक्त होने पर इनके साथ सदा Singular Verb का प्रयोग होता है; जैसे—

1. *Not much has* been done.
2. Much *more* remains to be done.
3. *Little has* been done so far.

EXERCISE

1. *Correct the following sentences—*

(a) Much remain to be done. (b) Much of the beauty and glory of life have disappeared. (c) Much of what he said have been criticised. (d) Little have been said on this point. (e) There are still much more to do. (f) Little have been said and much less have been done.

Hints—(a) remains; (b) has; (c) been; (d) has; (e) is; (f) Little has been said and much less has been done.

Rule XXIII. As regards, As concerns and As follows

As follows/as concerns/as regards का प्रयोग plural में कभी भी नहीं होता। इनके अन्त में s रहने पर भी ये सदा एक ही रूप में रहते हैं और वह है एकवचन रूप। इसलिए as follow/as concern/as regard लिखना अशुद्ध है। इन वाक्यों को लें—

1. The new *rates* are as *follows.*
2. The *description* is as *follows.*

पहले वाक्य में Plural 'rates' आया है और दूसरे में Singular 'description' पर दोनों ही वाक्यों में एकवचन as follows का प्रयोग हुआ है, क्योंकि इसके पहले it छिपा रहता है।

EXERCISE

Correct these sentences—

(a) The details are as follow. (b) His words were as follow. (c) The provisions of the Act are as follow.

Rule XXIV. There + Verb + Subject

There से आरम्भ होने वाले वाक्यों का Verb कर्त्ता (Subject) के अनुसार होता है; जैसे—

1. There is a cup on the table.
2. There are cups on the table.
3. There is a match tomorrow.
4. There are two matches tomorrow.
5. There is no food to eat.
6. There are books to read.

EXERCISE

Correct these sentences—

(a) There is books in the bag.
(b) There is pens in the pocket.
(c) There are waters in these rivers.
(d) There are sugar in sweets.
(e) There is no temples in the town.
(f) There is birds in the cage.

Rule XXV. What/As/Than and the Verb

WHAT and the Verb

What का प्रयोग एक Relative Pronoun की तरह होता है और इसका अर्थ होता है that which या those which, अर्थात् यह singular होता है और plural भी। इसलिए singular अर्थ में Singular Verb का प्रयोग होता है, पर plural अर्थ में Plural Verb का; जैसे—

1. Can you see *what appears* to be a *ship* ?
2. Can you see *what appear* to be *ships* ?

यहाँ पहले वाक्य में plural verb (appear) और दूसरे में singular verb (appears) का प्रयोग अशुद्ध होता।

AS and the Verb

वाक्यों में कभी-कभी As का प्रयोग होता है, पर इसके बाद subject छिपा हुआ रहता है। वैसे वाक्यों में singular या plural Verb का प्रयोग वाक्य के अर्थ को ध्यान में रखकर

करना चाहिए। इन वाक्यों को देखें—

1. There were not so many books *as were* needed.
2. There were not so many books *as was* expected.

यहाँ पहले वाक्य में as के बाद they छिपा हुआ है। इसलिए यहाँ were का प्रयोग हुआ है। पर दूसरे वाक्य में was का प्रयोग हुआ है, क्योंकि यहाँ as के वाद it छिपा हुआ है। इससे यह स्पष्ट है कि पहले वाक्य में as का अर्थ है 'जितने' पर दूसरे में 'जैसा कि'। इस अर्थ को ध्यान में रखकर ऐसे वाक्यों में, 'जितने' के अर्थ में, plural Verb का प्रयोग होता है और 'जैसा कि' के अर्थ में singular Verb का। एक-दो और वाक्य लें—

1. There were not so many deaths *as was* reported.
2. There were not so many horses *as were* asked for.

यहाँ पहले वाक्य में plural Verb और दूसरे में singular Verb का प्रयोग अनुचित होता। अव, इन वाक्यों को लें—

1. Speeches were made by a number of leaders, *as was* expected.
2. There were too many deaths, *as was* feared.

इन वाक्यों में as का अर्थ है 'और यह' (and this) और as के पहले एक comma आया है। यह as पूरे वाक्य के लिए आया है। ऐसे वाक्यों में as के वाद Verb सदा singular रहता है।

THAN and the Verb

कुछ वाक्यों में, As के समान ही, than के वाद Verb आता है, पर Subject छिपा हुआ रहता है। ऐसे वाक्यों में than के वाद plural Verb आता है जब they या those छिपा रहता है, पर singular Verb का प्रयोग होता है जव it छिपा रहता है। इन वाक्यों को देखें—

1. There were more deaths *than was* reported.
2. There were more pens *than were* needed.

यहाँ पहले वाक्य में than के वाद it छिपा हुआ है, पर दूसरे में they और इसलिए पहले वाक्य में singular Verb (was) का प्रयोग हुआ है और दूसरे में plural Verb (were) का।

EXERCISE

Correct the following sentences—

(a) I cannot see what appears to be camels. (b) There were more books than was required. (c) There were not as many chairs as was needed.

Hints—(a) appear; (b) were; (c) were.

REFRESHER COURSE I

Correct the following sentences—

1. His knowledge of Indian languages are imperfect.
2. The export of tea and coffee and such other articles have been increasing.

3. One of the worst famines have taken place.
4. In him is centred the love and the ambition of his parents.
5. My friend and guide have come in time.
6. She and I was playing at a sea-shore.
7. Too great a variety of studies are likely to distract your mind.
8. Silver as well as gold have disappeared from the market.
9. Neither the minister nor his secretaries has agreed.
10. Are either of the candidates suitable ?
11. Many a passengers were killed.
12. Milk and soda are a nice drink.
13. He is one of the richest boys that has ever met me.
14 The committee has arrived at this decision in their own interest.
15. Three parts of this work are still unfinished.
16. The results of investigation is awaited.
17. His means is extremely poor.
18. Either he or I are wrong.
19. Have neither of the boys passed ?
20. The mother as well as her children are out.
21. Either the step is right or wrong.

Hints—1. is; 2. has; 3. has; 4. are; 5. has; 6. were; 7. is; 8. has; 9. have; 10. is; 11. passenger was; 12. is; 13. have; 14. has......its or have......their; 15. is; 16. are; 17. are; 18. am; 19. has; 20. is; 21. The step is either right or wrong.

REFRESHER COURSE II

Explain why the following sentences are correct or incorrect—

1. The poet and scholar are dead.
2. It is one of the best books that has been written.
3. A large number of cattle is grazing there.
4. He, with his wife and children, has come.
5. Every man and every woman is useful.
6. The number of persons engaged are great.
7. Nothing but adventures are liked by me.
8. Neither of the sisters were selected.
9. The sum and substance are that he is guilty.
10. A variety of dishes have been served.
11. Each of us have separate work to do.
12. He is one of those who causes inconvenience to everybody.
13 Many a men run after wealth.
14. Either of the two boys have done this.
15. None have come yet.
16. I type seldom my letters.
17. More pens than one is red.
18. Much have been said so far.

REFRESHER COURSE III

Match each group of words in A with the right group of words in B.

A	*B*
There are lots	to do.
Each of them	have reached.
The fruits of labour	is sweet.
To this	is added these.
Both of them	has left.
The smell of these flowers	are sweet.
A small number of books	is great.
A poet and thinker	are dead.
The number of books	are great.
A poet and a thinker	is dead.

REFRESHER COURSE IV

Put a sign (o) around right words—

1. A number of guests $\frac{\text{has}}{\text{have}}$ arrived.
2. Nothing but flowers $\frac{\text{is}}{\text{are}}$ seen everywhere.
3. Neither he nor I $\frac{\text{has}}{\text{have}}$ finished the work.
4. More books than one $\frac{\text{has}}{\text{have}}$ been bought.
5. The light of these lamps $\frac{\text{is}}{\text{are}}$ very bright.
6. Our only guide $\frac{\text{was}}{\text{were}}$ the stars.
7. Each boy and girl $\frac{\text{was}}{\text{were}}$ rewarded.

■ ■ ■

A large number of formal restrictions and ancient 'thou shalt nots' of academic grammar are now completely outmoded. —NORMAN LEWIS

ARTICLES

TEST YOURSELF

Q. I *Correct or justify the following sentences—*

1. My brother is a S I. of Police.
2. It is an humble attempt.
3. This is an historical work.
4. He is playing violin.
5. Will you have a coffee ?
6. This poem is an eulogy.
7. I am a M. A. but he is a M. Sc.
8. This is a H. M T. watch.
9. This is a R. T. C. bus.
10. I love the nature and the poetry.
11. There is a chicken in the menu.
12. The Everest is highest mountain.
13. She does not know how to keep the house.
14. He came on the foot.
15. I have taken an action against him.
16. He was elected the president.
17. He sent me the word that he would come.
18. I am not in the favour of this plan.
19. He is a poet and a critic.
20. He goes to the church in time.
21. Have you read the every book ?
22. I hit him on his head.
23. Turn to left/right.
24. He is going to theatre ?
25. He will be back in a hour.
26. The dogs bark at the thieves.
27. The P. M. will be on air at 8 p. m.
28. Wheat is sold by kilo.
29. How will he plays violin ?
30. I was invited to a dinner.
31. He plays the tennis well.

Q. II. *Fill in the blanks with* **a, an** *or* **the—**

1. He is—M. L. A. but she is—M. P.
2. —water of this river is pure.
3. What—idea ! What—fool !
4. —eyes of this baby are blue.
5. Which is—better of the two ?
6. I read—Gita and—Bible everyday.
7. What—awful sight it is !
8. —F. I. R. was lodged.
9. Don't make—noise
10. He sent—S. O. S.

CHAPTER II

ARTICLES

हिन्दी-उर्दू तथा अन्य कई भाषाओं में Article नाम की कोई चीज नहीं होती। अँगरेजी में भी Article की कोई आवश्यकता प्रतीत नहीं होती, क्योंकि Adjective से ही काम चल सकता था। पर अँगरेजी की यह अनावश्यकता इस भाषा की एक विशेषता है। इसलिए यहाँ हम इसके प्रयोग पर विचार करें।

Rule I. a/an + singular countable noun

जब Singular Countable Noun (अर्थात् Common Noun और Collective Noun) अनिश्चित (indefinite) रहता है, तब इसके पहले a या an का प्रयोग अवश्य होता है; जैसे—

1. This is a pen.
2. That is an apple.
3. This is a box.
4. That is an inkpot.

ये वाक्य इस प्रकार नहीं लिखे जा सकते—

1. This is pen.
2. That is apple.

Rule II. the + singular countable noun

जब Singular Countable Noun निश्चित (definite) रहता है, तब इसके पहले the का प्रयोग होता है; जैसे—

1. This is a pen. The pen is red.
2. That is an apple. The apple is sweet.

इन्हें इस प्रकार न लिखें—

1. This is a pen. Pen is red.
2. That is an apple. Apple is sweet.

Rule III. a + consonant sound : an + vowel sound

जिस Singular Noun के पहले a/an का प्रयोग करना हो, उसे हिन्दी में लिखें। यदि उसका पहला अक्षर (letter) हिन्दी में व्यंजन (consonant) हो, तो उसके पहले a का प्रयोग करें। यदि उसका पहला letter हिन्दी में स्वर (vowel) हो, तो an का प्रयोग करें; जैसे—

1. egg = एग। इसका पहला अक्षर (ए) स्वर (vowel) है। इसलिए इसके पहले an का प्रयोग होगा—an egg.
2. pen = पेन। इसका पहला अक्षर (प) व्यंजन है। इसलिए इसके पहले a का प्रयोग होना चाहिए—a pen.

इन्हें भी देखें—

a European (यू), an hour (आ), an M. A. (एम),

an F. I. R (एफ), an S. D. O. (एस), a humble (ह) person
an M. P. (एम), an H. M. T. watch (एच), an M. L. A. (एम)
an R. T. C. bus (आर), a unit (यू) of measurement.

इन सभी उदाहरणों में Nouns को हिन्दी में लिखने पर उनके प्रथम अक्षर (letter) के अनुसार a/an का प्रयोग किया गया है, जो शुद्ध है।

अब इन वाक्यों को लें—

1. She is a L. P. School teacher.
2. Mr. Jha is an University Professor.
3. He is a honest worker.

यहाँ a के बदले an का प्रयोग होना चाहिए और an के बदले a का।

Note (a)—An with Vowel sounds

A का प्रयोग Consonant के पहले और An का Vowel के पहले क्यों होता है ? केवल A से ही काम क्यों नहीं चलता ? इसका कारण है उच्चारण की सुविधा। उच्चारण की दृष्टि से a+ass या a +umbrella (अर्थात् vowel+vowel) थोड़ा कठिन होता है। पर a+nass या a+numbrella (अर्थात् vowel+consonant) का उच्चारण सरल होता है। आप देखेंगे कि अँगरेज लोग an का पूरा उच्चारण नहीं करते। वे an (a+n) के n को अगले vowel में जोड़ते हैं और इस प्रकार वे शब्द consonant से आरंभ हो जाते हैं; जैसे—

an ass=a+nass, an+ant=a+nant,
an orange=a+norange, an elephant=a+nelephant.

आप भी इस उच्चारण का ध्यान रखें, पर लेखन में an (a+n) को एक साथ मिलाकर रखें।

Note (b)—A/an with H Sound

आधुनिक प्रयोग में hotel, historical तथा humble के पहले a का प्रयोग होता है, an का नहीं, क्योंकि इनका उच्चारण 'ओटल', 'इसटॉरिकल' और 'अम्बुल' के बदले क्रमशः 'होटल', 'हिस्टॉरिकल' और 'हम्बुल' हो गया है। इसलिए इन शब्दों के पहले अब an का प्रयोग पुराना समझा जाता है जैसा कि इन आचार्यों ने भी कहा है—

....**an** *was formerly used before an unaccented syllable beginning with* **h** *(an historical work), but now that the* **h** *in such words is pronounced the distinction has become pendantic, and 'a historical' should be said and written; similarly* **an humble** *is now meaningless and undesirable.* —FOWLER : MODERN ENGLISH USAGE

Anyone who says or writes **'an humble man'** *needs thoroughly shaking up and telling what century he lives in.*
—C. WHITAKER WILSON : ENGLISH GRAMMAR

वास्तव में, आधुनिक साहित्य में भी इन शब्दों के पहले अब a का ही प्रयोग होता है—

1. ....*but he is* **a humble** *man*.... —T. S. ELIOT

2. ∴...*being* **a humble** *engraver, he had no journalistic social career open to him.* —T. S. ELIOT

अब इस वाक्य को लें—

I therefore welcome this publication which is **an humble** *tribute to his memory by the Ministry of Information and Broadcasting of the Government of India.* —DR. RAJENDRA PRASAD : MAHATMA GANDHI

आधुनिक प्रयोग (modern usage) के अनुसार यहाँ an का प्रयोग पुराना मालूम पड़ता है। इसलिए आप आधुनिक प्रयोग को अपना लें, तो अच्छा हो।

EXERCISE

Correct these sentences—

1. He is a N. C.C. cadet.
2. This is a R. T. C. bus.
3. He is a one-eyed man.
4. He is a S. I. police.
5. This is a H. M. T. watch.
6. It is an U. N. O. resolution.
7. He is a Urdu poet.
8. He is an University student.

Hints—1. an; 2. an, 3. a; 4. an; 5. an; 6. a; 7. an; 8. a.

Rule IV. a/an + adverb/adjective + noun

यदि Noun के पहले adverb/adjective आए, तो a/an का प्रयोग अपने से सबसे नजदीक आने वाले शब्द के अनुसार होता है; जैसे—

1. This is *an* apple. This is *a red* apple.
2. He is *a* boy. He is *an honest* boy.
3. He is *an* honest boy. He is *a very* honest boy.

EXERCISE

Correct these sentences—

1. This is cup.
2. There is book in my bag.
3. This is ant.
4. There is glass in the hand.
5. I have horse.
6. Cat likes fish very much.
7. Cow is an useful animal.
8. He is a N. C. C. officer.
9. There is egg in the nest.
10. This is a R. T. C. bus.
11. He is an very honourable man.
12. This is an rotten egg.
13. He is an great artist
14. This is an lovely inkpot.
15. This is a old house.
16. He is a extremely good boy.

EXERCISE

Fill in the blanks with a/an—

1. This is—umbrella.
2. He is—honest man.
3. This is—owl.
4. This is—Indian game.
5. He is—European.
6. That is—English picture.
7. This is—good idea.
8. He is—great explorer.
9. This is—H. E. school.
10. That is—L. P. school.

Rule V. a/an + more than one Noun

जब एक से अधिक Noun या Adjective एक ही व्यक्ति या वस्तु का बोध कराएँ तो

सिर्फ एक ही के पहले Article का प्रयोग होता है, पर यदि अलग-अलग व्यक्तियों या वस्तुओं का बोध हो तो उनमें से प्रत्येक के पहले Article का प्रयोग होना चाहिए; जैसे—

1. *a* red and blue pencil. 2. *a* red and *a* blue pencil.
3. *a* poet and thinker. 4. *a* poet and *a* thinker.

यहाँ पहले उदाहरण में एक ही Adjective के पहले Article का प्रयोग हुआ है, क्योंकि ये दो Adjectives ('red' और 'blue') एक ही pencil के लिए प्रयुक्त हुए हैं। दूसरे उदाहरण में दोनों ही Adjectives के पहले Article का प्रयोग हुआ है, क्योंकि यहाँ दो पेंसिल का बोध होता है—एक red और दूसरी blue. इसी प्रकार, तीसरे उदाहरण में एक ही Noun के पहले Article आया है, क्योंकि यहाँ poet और thinker एक ही व्यक्ति है। चौथे उदाहरण में एक व्यक्ति thinker है और दूसरा poet, इसलिए दोनों ही Nouns के पहले Article का प्रयोग हुआ है।

Note—यदि वाक्य में बहुत-से ऐसे Nouns का व्यवहार करना हो जिनमें से किसी के पहले a और किसी के पहले an आना चाहिए तो उनमें से प्रत्येक के पहले उपयुक्त Article का प्रयोग करना चाहिए; जैसे—

There are several things on this table—a book, a pen and an ink-pot.

पर यदि उन सभी Nouns से एक ही व्यक्ति या वस्तु का वोध कराना हो, तो सिर्फ पहले Noun के साथ Article का प्रयोग करना चाहिए, सबके पहले नहीं; जैसे—

1. *a* thinker and artist. 2. *a* thinker and *an* artist.

नियमानुसार thinker के पहले a और artist के पहले an का प्रयोग अलग-अलग होना चाहिए, जैसा कि दूसरे उदाहरण में किया गया है। पहले उदाहरण में एक ही Noun के पहले Article आया है क्योंकि इन दोनों ही Nouns से एक ही व्यक्ति का वोध होता है।

Rule VI. More uses of a/an

A/an का प्रयोग Singular Countable Noun के पहले इन अर्थों में होता है—

(1) a/an = any [कोई के अर्थ में]

कोई (any) का अर्थ व्यक्त करने के लिए a/an का प्रयोग इस प्रकार होता है—

1. There was a king. 2. There was an *old* fox.

(2) a/an + noun [rate/weights/measures/speed]

दर, नाप-तौल, गति सूचक शब्दों के पहले a/an इस प्रकार आता है—

1. Wheat sells two rupees *a kilo.*
2. He is driving at forty kilometres *an hour.*
3. He earns five rupees *a day.*
4. His salary is six hundred rupees *a month.*

(3) a/an + name of a person

जब किसी व्यक्ति (person) के सम्बन्ध में उसके नाम के अलावा कुछ और जानकारी

नहीं रहती, तो उसके नाम के पहले a/an का प्रयोग कर उसे countable बना दिया जाता है; जैसे—

1. *A* Mr Verma saw me yesterday.
2. This letter has been written by *a* Mohan.

(4) a/an+singular noun standing for the whole class

जब किसी Singular Noun का प्रयोग उस प्रकार की पूरी जाति (whole class, अर्थात् all) के लिए होता है, तो उसके पहले a/an का प्रयोग होता है; जैसे—

1. A cow is a useful animal. 2. A bird has wings.

यहाँ a cow का अर्थ है—all cows और a bird का अर्थ है—all birds.

(5) a/an+abstract noun

जब Abstract Noun का प्रयोग एक विशेष प्रकार के गुण (a kind of quality) के अर्थ में होता है, तो उसके पहले a/an इस प्रकार आता है—

1. She has received *a* good education.
2. He has acquired *a* working knowledge of grammar.

(6) a/an in some phrases

to be in *a* hurry, to be in *a* temper, to have a pain/a headache, to have a mind to, have an eye to, to make a noise, to take a liking to, to take a fancy to, to have a liking/weakness/taste for.

(7) जब Verb का प्रयोग Noun की तरह होता है, तब इसके पहले a/an का प्रयोग अवश्य होता है; जैसे—

He has gone for a walk. May I go for a swim/a ride ?
You should have a rest now.

Rule VII. more uses of The

इन Proper Nouns के पहले the का प्रयोग अवश्य होता है—

(1) Before names of ranges of mountains (पर्वतश्रेणी या श्रृंखलाबद्ध पहाड़); जैसे—

the Himalayas; *the* Alps; *the* Vindhyas.

ये plural हैं, क्योंकि इनसे श्रृंखला का बोध होता है और इसलिए the का प्रयोग हुआ है। जो पहाड़ एकवचन रूप में रहता उसके पहले the का प्रयोग नहीं होता। इसलिए Everest/Mount Abu के पहले the नहीं आता।

(2) Before names of groups of islands; जैसे—

the East Indies; *the* Andamans; *the* West Indies.

बहुत-से ऐसे द्वीप हैं जो singular हैं और इसलिए उनके पहले the का प्रयोग नहीं होता; जैसे—Ceylon, Sicily, Java, Sumatra ये सभी द्वीप Singular हैं। अतः

इनके पहले the का प्रयोग नहीं होना चाहिए।

(3) Before the names of rivers; जैसे—

the Ganges; *the* Danube; *the* Indus.

(4) Before the names of gulfs, seas and oceans (खाड़ी, सागर तथा महासागर); जैसे—

the Gulf of Mexico; *the* Bay of Bengal; *the* Indian Ocean.

(5) Before the name of great books; जैसे—

the Ramayan; *the* Mahabharat; *the* Bible; *the* Gita; *the* Koran.

(6) Before the names of newspapers; जैसे—
the Indian Nation; *the* Leader; *the* Statesman; *the* Searchlight.

(7) Before the names of some plants or heavenly bodies; जैसे—
the sun; *the* moon; *the* sky; *the* earth.

(8) Before the dates of a month; जैसे—

the 2nd of January; *the* 4th of March.

(9) Before the ordinal numbers written in letters; जैसे—

the first; *the* second; *the* third; *the* sixth.

Note—यदि ऐसी संख्या को Roman figures में लिखा जाए तो उसके साथ the का प्रयोग नहीं होता; जैसे—

Edward I, George III, George VI.

(10) Before the Superlative Degree; जैसे—

the best boy; *the* most beautiful flower; *the* highest mountain.

(11) Before Adjectives used as Nouns; जैसे—
the poor (poor men); *the* rich (rich men); *the* blessed.

(12) Before the names of profession; जैसे—
the Bar; *the* Bench; *the* Press.
the poet, *the* author/writer.

(13) Before a singular countable noun representing the whole class; जैसे—

1. The cow is a useful animal.
2. The lion is the king of a forest.
3. The pen is mightier than the sword.
4. The rose is the sweetest of all flowers.

पर man तथा mankind के पहले किसी भी Article का प्रयोग नहीं होता।

(14) Before *office/cinema/theatre*; जैसे—

1. He is at the office. 2. I am going to the cinema/theatre.

(15) Before Common Nouns used as Abstract Nouns.

कभी-कभी Common Nouns का प्रयोग Abstract Nouns के समान होता है, क्योंकि इनसे किसी गुण का बोध होता है। वैसी अवस्था में इनके पहले the का प्रयोग होता है; जैसे—

1. The *student* in me is still alive.
2. The *mother* in her is dead.

यहाँ student का अर्थ है student का गुण और mother का अर्थ है mother का गुण।

(16) Before Common Nouns in place of Possessive Adjectives.

कभी-कभी Common Noun के पहले Possessive Adjective नहीं आता। वैसी अवस्था में Possessive Adjective के बदले the का प्रयोग होता है; जैसे—

1. He caught her by the arm.
2. I hit him on the head.
3. He pulled the dog by the tail.
4. He hit her on the eye.

यहाँ by *her* arm के बदले by the arm आया है और on *his* head के बदले on the head. इसी प्रकार, by its tail के बदले by the tail का प्रयोग हुआ है और on her eye के बदले on the eye का।

(17) Before Common Nouns in the sense of *the same* (वही); जैसे—

1. This is the man the police wanted.
2. He is the leader of this place.

(18) Before Common Nouns used as apposition to Proper Nouns; जैसे—

Patna, the capital of Bihar. Gandhi, the fighter for freedom.

(19) Before names of musical instruments; जैसे—

He plays the tabla/the harmonium/the sitar/the violin.

(20) Before the names of historical places/buildings; जैसे—

The Taj Mahal. The Red Fort. The Golghar.

(21) Before Proper Nouns qualified by Adjectives; जैसे—

The late M. Gandhi. The immortal Tulsi. The beautiful Radha.

(22) Before nouns showing *weights/measures/rate*; जैसे—

Silk is sold by the metre. Wheat is sold by the kilo.

Eggs are sold by the dozen. Wages are paid by the day.

(23) *In some idioms*; जैसे—

be in the air, be on the air, be in the right/wrong, be punctual to the minute second, keep to the right/left, play the fool, speak to the point, go to the picture/theatre, be at the office/station/bus-stop.

Rule VIII. The Omission of Articles

(a)—Distributive/Possessive Adjectives+Noun and Article

यदि Noun के पहले Distributive Adjective (each, either, neither) या Possessive Adjective (my, our, your, his, her, their) का प्रयोग हो, तो उस Noun के पहले Article का प्रयोग नहीं होता; जैसे—

1. Every book is good. 2. Neither book is good.
3. My book is good. 4. Her pen is red.

पहले कहा गया है कि Common Noun Singular Number के पहले एक Article का प्रयोग होता है, पर यहाँ Article का प्रयोग अशुद्ध होता क्योंकि noun के पहले Distributive या Possessive Adjective आ गया है। इसलिए इस प्रकार के वाक्य न लिखें—

1. My a pen is red. 2. Her a dog is white.

(b)—Plural Nouns and Article

यदि Countable Noun plural हो, तो Article का प्रयोग नहीं होता। Plural Nouns के पहले a या an का प्रयोग तो कभी हो ही नहीं सकता, the का भी प्रयोग नहीं होता है, यदि वह Indefinite (अनिश्चित) हो—

1. Dogs bark. 2. Cows give milk.

यहाँ 'dogs' और 'cows' से खास dogs या cows का वोध नहीं होता है। इसलिए The dogs bark और The cows give milk अशुद्ध वाक्य हैं।

Note—यदि किसी Plural Noun से निश्चित व्यक्ति या वस्तु का बोध हो, तो the का प्रयोग करना उचित है; जैसे—

1. The dogs of this place are black.
2. The cows of Ram give milk.

इन वाक्यों में dogs और cows से निश्चित dogs और cows का बोध होता है। इसलिए यहाँ the का प्रयोग शुद्ध है। आप देखेंगे कि साधारणतया जिन Plural Nouns के पहले the का प्रयोग होता है वे Preposition या Adjective clause के पहले आते हैं जो उन Plural Nouns को निश्चित बना देते है; जैसे—

1. Men are good 2. The men of India are good.
3. Books are useful. 4. The books of Ram are useful.

यहाँ पहले और तीसरे वाक्य में men और books के पहले the का प्रयोग नहीं हुआ है। क्यों? इसलिए कि इनसे निश्चित व्यक्ति/वस्तु का बोध नहीं होता। पर दूसरे और चौथे वाक्यों में men तथा books के बाद of आया है जो इन्हें निश्चित बना देता है। इसलिए इन वाक्यों में the का प्रयोग उचित है। अब, इन वाक्यों को लें—

1. The mangoes on my tree are not yet ripe.
2. The mangoes you gave me are not yet ripe.

यहाँ mangoes के पहले the का प्रयोग शुद्ध है। क्यों ? इसलिए कि यह Preposition/Adjective clause के पहले आया है।

(c)—Uncountable Noun and Article

Uncountable Nouns (Proper/Material/Abstract Noun) के पहले Article का प्रयोग नहीं होता; जैसे—

1. Shakespeare was a great poet. 2. We love beauty.
3. Coal is required in the kitchen. 4. I need milk.

Note (a)—Uncountable Nouns के पहले भी the का प्रयोग उचित है यदि ये Countable Nouns की भाँति प्रयुक्त किये जाएँ। ध्यान दें कि जब Uncountable Nouns के बाद कोई Preposition (in, of) आता है, तब ये निश्चित Countable हो जाते हैं और इसलिए इनके पहले the आता है; जैसे—

1. Kalidas is the Shakespeare of India.
2. The coal of Jharia is of good quality.
3. The prosperity of a country depends upon its citizens.
4. The beauty of Kashmir is praiseworthy.
5. The milk in the cup is meant for tea.

इन वाक्यों में Shakespeare, coal, prosperity, beauty और milk Uncountable Nouns हैं। फिर भी इनके पहले the का प्रयोग हुआ है, क्योंकि Common Nouns की भाँति ही इनका प्रयोग हुआ है। आप यह भी देखेंगे कि इन वाक्यों में ये सभी Nouns किसी Preposition के पहले आये हैं जो इन्हें निश्चित बना देता है। इसलिए यहाँ Definite Articles का प्रयोग उचित है। याद रखें—

the + definite uncountables + prep. + noun.

Note (b)—Plural Nouns और Uncountable Nouns के पहले मात्रा/संख्या सूचक शब्दों (some/a lot of/plenty of आदि) का प्रयोग इस प्रकार होता है—

1. I bought some sugar. 2. I bought a lot of books.

(d)—Some Idioms/Phrases/Verbs and Article

इन Idioms/Phrases में प्रयुक्त Nouns के पहले Article का प्रयोग नहीं होता—

(i) to go to school/college/church/home/market/bed/court/hospital/prison.

(ii) at home, at fault, at dawn, at night, at noon, at sight, at church, at school, at college, at hand, all day, all night.

(iii) day by day, side by side, face to face, hand to hand, hand in hand, part and parcel, from hand to mouth.

(iv) by road/land, by train/steamer, by sea/air/bus/ship.

लेकिन किसी खास या विशेष प्रकार की car/bus के पहले a का प्रयोग अवश्य होता है। जैसे—She came in a big red car.

(v) for sale, for favour, for fear, for leave.
(vi) in fact, in hand, in bed, in front of, in favour of, in debt, in trouble, in earnest, in jest, in prison.
(vii) on demand, on sale, on earth, on foot.
(viii) under consideration, under ground, under trial.

1. The matter is under consideration.
2. He goes to school/college on time.

(ix) appoint/crown/elect/make के बाद आने वाले Noun (complement) के पहले Article का प्रयोग नहीं होता—

1. They elected him president.
2. He was appointed chairman.
3. He was crowned king.

(x) द्रव्य/पदार्थ, भोजन तथा खेल-कूद के नामों के पहले Article का प्रयोग नहीं होता—

1. I play football/tennis/cricket.
2. When do you have lunch ?
3. This house is made of brick/stone.
4. Breakfast is ready now.
5. He was invited to dinner/tea.
6. There is chicken/lamb in the menu.
7. There is egg on his chin.

Note—जब meal/dinner से विशेष प्रकार के भोजन (special meal) का बोध होता है, या इसके पहले कोई Adjective आता है, तब इसके पहले Article का प्रयोग अवश्य होता है; जैसे—

1. Fifty guests were invited to *a dinner* given to welcome the new V. C.
2. He gave me *a very good breakfast*.

(e)—Kind of/sort of के बाद आने वाले Noun के पहले a/an का प्रयोग नहीं होता जब उससे 'भेद/प्रकार' का बोध हो; जैसे—

1. What kind of dress do you like ?
2. I don't like this sort of man.

Note—जब kind of/sort of से विशेष गुण/योग्यता (quality/capacity) का बोध होता है, तब इसके बाद आने वाले Noun के साथ a/an अवश्य आता है; जैसे—

1. What kind of an artist is he ?
2. What sort of a book is this ?

(f)—बीमारियों/पर्वों/ऋतुओं के नाम के पहले Article नहीं आता; जैसे—

1. She had an attack of cholera/fever/flu/pox.
2. All the friends are meeting at Christmas/Easter.
3. He goes to Simla in spring and stays at home in winter.

(g)—भाषाओं के नाम के पहले Article नहीं आता; जैसे—

1. He knows English/German/French.
2. He is learning Hindi these days.

(h)—जब Collective Noun का प्रयोग सामान्य अर्थ में होता है, तब इसके पहले Article का प्रयोग नहीं होता; जैसे—

1. Society can't tolerate it.
2. Parliament meets next week.

(i)—जब man/mankind का प्रयोग सामान्य अर्थ में होता है और इसका अर्थ होता है मानवमात्र, तब इसके पहले Article नहीं आता; जैसे—

1. Man is mortal.
2. Mankind is facing a great danger.

(j)—जब Nouns का प्रयोग जोड़े (pair) में होता है, तब इनके पहले Article नहीं आता; जैसे—

father and son, husband and wife, brother and sister, arm in arm, hand to hand, from door to door, from village to village, face to face, neck and neck.

(k)—देशों के नाम के पहले Article नहीं आता, पर इन देशों के नाम के पहले the अवश्य आता है—

the U. S. A., the U. S. S. R., the Sudan, the Netherlands.

EXERCISE

Correct these sentences—

(a) At that time my memory was at the fault. (b) He came on the foot. (c) I left the school in 1941. (d) He sent the word that he would come. (e) Victoria, the Queen of England, was very kind-hearted. (f) Ram is in the bed these days. (g) I am not in the favour of this proposal. (h) He came here by the sea but went by the air. (i) He was elected a chairman. (j) He is learning the French. (k) He is moving from a village to a village. (l). There a husband and a wife.

Hints—Don t use any article before fault, food, school, word, Queen, bed, favour, sea, air, chairman, French, village, husband, wife.

EXERCISE

Use *a, an* or *some* where necessary—

1. ———chair is made of———steel. 2. ———table is made of———wood. 3. We get———milk from———cow. 4. We make———butter from———milk

5. I want———cup of———coffee.
6. I want———piece of———cloth.
7. This is———map of———Bihar.
8. I saw him———week ago.
9. He will leave in———hour.
10. That is———lovely island.
11. English is———easy language.
12. Give me———food to eat.
13. ———dog has———tail.
14. This door is made of———glass.
15. I like———fish and meat.
16. ———grass grows in———field.
17. I don't like———jam and cheese.
18. ———iron is———hard metal.
19. I can't write———poem without———pen.
20. ———suit is made of———wool or silk.
21. ———house is made of———brick/stone.
22. I bought———ink to write———letter.
23. Give———cup of milk with———sugar.
24. I need———sand and cement.
25. She bought———tea and coffee.
26.———honesty is———good policy.

EXERCISE

Correct these sentences—

1. Where there is will there is way.
2. While there is a life there is hope.
3. What lovely sight it is !
4. What good idea it is !
5. What a good meat this is !
6. What a sweet music this is !
7. What a nonsense you talk ?
8. What a lovely hair she has !
9. Put a lemon in your tea instead of milk.
10. There is a chicken in the menu.
11. What kind of a leader is he ?
12. He is at the college.
13. She goes to the church every day.
14. She has come by the train.
15. We elected him a monitor.
16. I have a lunch at 1 p. m.
17. There is an egg on her chair.
18. There is a lamb in the menu.

EXERCISE

Put a tick (√) by the right words—

1. I am fond of *music/a music*.
2. She is fond of *poetry/a poetry*.
3. I don't like *a jam/jam*.
4. He has bought *an ink/some ink*.
5. A knife is made of *steel/a steel*.
6. I want *a sugar/some sugar*.
7. I have *breakfast/a breakfast* at 7 A.M.
8. He has gone for *walk/a walk*.

Rule IX. Position of Articles

(a)—Articles (a, an, the) का प्रयोग Noun के पहले होता है; जैसे—
a book; *an* hour; *the* cow.

पर यदि Noun के साथ Adjective का प्रयोग करना हो, तो Article को Adjective के पहले रखना चाहिए, Noun के पहले नहीं; जैसे—

a good *book*.

यहाँ Noun 'book' के साथ Adjective (good) आया है। इसलिए Article को book के पहले नहीं रखकर 'good' के पहले रखा गया है। यदि हम good a book लिखें, तो वह अशुद्ध होगा। फिर, यदि Adjective के साथ Adverb का भी प्रयोग करना हो, तो Article को Adverb के पहले रखना चाहिए, Adjective के पहले नहीं; जैसे—

a very good *book*.

संक्षेप में, यह याद रखें कि वाक्य में सबसे पहले Article को रखा जाता है, उसके बाद Adverb को, Adverb के बाद Adjective को और अन्त में Noun को। यह सत्य है कि Article का प्रयोग Noun ही के लिए होता है, पर Adjective और Adverb के आने पर यह Noun से बहुत दूर चला जाता है, बायीं ओर, और उतनी ही दूर जितनी संख्या Adverb और Adjective की होती है; जैसे—

[Article + Adverb + Adjective + Noun],
A very highly interesting and instructive *book*....

यहाँ Article और Noun के बीच काफी दूरी है, क्योंकि Noun (book) के पहले दो-दो Adjectives आये हैं और Adjectives के पहले दो-दो Adverbs.

(b)—ऊपर के उदाहरण से स्पष्ट है कि Articles का स्थान Adjectives के पहले रहता है, पर इनका (Articles का) प्रयोग इन Adjectives (many, such और what के बाद होता है, पहले कभी भी नहीं; जैसे—

many a man; *many an hour*;
such a task; *such a* man;
what a book; *what a place*.

(c)—यदि किसी Adjective के पहले 'as' या 'how' का प्रयोग हो, तो Article का स्थान Adjective के बाद आता है, पहले नहीं; जैसे—

as *bad a* man as he; as *good a* show as that;
how *good a* book; how *nice a* place.

(d)—यदि किसी Adjective के पहले 'so' या 'too' का प्रयोग हो तो Article को Adjective के पहले भी रख सकते हैं और बाद भी; जैसे—

1. So serious *an attempt* or *A* so serious *attempt*.
2. Too exact *an answer* or *A* too exact *answer*.

यहाँ Adjective (serious और exact) के पहले 'so' या 'too' का प्रयोग हुआ है। इसलिए Article को Adjective के पहले या बाद में रखना—दोनों ही शुद्ध हैं। हाँ, ऐसी

अवस्था में यदि Article को Adjective के बाद रखा जाए तो और भी अच्छा हो, क्योंकि यह प्रयोग में अधिक है और सरल तथा स्वाभाविक भी मालूम पड़ता है।

EXERCISE

Correct the following sentences—

(a) It is very lovely a place. (b) I cannot do a such difficult work. (c) How a lovely sight it is ! (d) Ram is as a responsible man as Shyam. (e) A many man has come. (f) How a foolish plan it is !

Hints—(a) a very; (b) such a; (c) lovely a; (d) a man; (e) many a; (f) a plan.

REFRESHER COURSE I

Correct the following sentences—

1. He is in the debt.
2. I sent him a word.
3. What kind of a girl is she ?
4. The inner and outer walls are strong.
5. The Secretary and Accountant have been punished.
6. The honesty is a best policy.
7. Rich are dishonest.
8. Are you an university student ?
9. Would you travel by a train ?
10. Is it an hotel ?
11. Himalayas lie to north of the India.
12. More you get more you want.
13. What sort of a book do you like the best ?
14. How did this house catch the fire ?
15. Is he in the jail / in the prison ?

Hints—1. in debt. 2. him word. 3. kind of girl. 4. the outer. 5. The Secretary and Accountant has, or the Secretary and the Accountant have. 6. Honesty is the best. 7. The rich. 8. a. 9. by train. 10. a. 11. The Himalayas lie to the north of India. 12. The more...the more. 13. sort of book......like best. 14. catch fire. 15. in jail / in prison.

REFRESHER COURSE II

Explain why the following sentences are correct or incorrect—

1. An ink is an useful article.
2. He is an African, not an European.
3. It is a fine poetry.
4. The man is mortal.
5. The love is a noble sentiment.
6. Ganges is in flood now.
7. Dead man tells no tales.

8. Friend in a need is friend indeed.
9. He is heir to the throne.
10. There is an ewe in the field.

REFRESHER COURSE III

Rewrite the following sentences changing all the words into their opposite numbers—

1. I have five ink-pots.
2. They are honest men.
3. We are university students.
4. These are useful rules.
5. They are M.Ps.
6 Apples grow on trees.

REFRESHER COURSE IV

Match the words in A with the right words in B.

A	*B*
It is an	humble book.
It is a	L. P. school.
I like the	milk.
I like	Bible.
What a	idea !
What an	hotel !
I am at a	fault.
He is at	loss.

■ ■ ■

There are stlll certain minimum essentials of good English which the cultivated speaker carefully observes. —NORMAN LEWIS

ADJECTIVES

TEST YOURSELF

Q. (I) *Correct or justify the following sentences—*

1. Neither courses of action would be safe.
2. His either sons have passed with good marks.
3. As I have few money, I can give you ten rupees only.
4. Tell me if you have some doubt.
5. He didn't buy some sugar.
6. It is a very interesting story I have ever heard.
7. Which is worse—smoking, drinking or gambling ?
8. The power-house of Chapra is bigger than Arrah.
9. I can run as fast if not faster than you.
10. He has read a few books he had.
11. This is the safest and intelligent way.
12. This book is more preferable than that.
13. The patient is comparatively better to-day.
14. Which is the best—meat or fish ?
15. He is one of the best if not the best men.
16. Wordsworth, Keats, and Shelley are great poets but the latter is not so great as the former.
17. He is junior than me.
18. He is better than all boys.
19. Less trains are available now.
20. Who is the wisest than the two ?
21. He has no any pen.
22. This book is most unique.
23. My all books were stolen away.

Q. (II) *Fill in the blanks with a word given in brackets—*

1. I have two pens and—pen is red. [each, every]
2. —information was not available. [further, farther]
3. He is better than— in the class. [anybody, any body else]
4. Who is the better—the two ? [of, than]
5. She has—any book. [no, not]
6. I have—money. [no any, not any]
7. He is junior—me. [to, than]
8. How kind—you to help me ! [of, for]
9. Could you take—of these mangoes ? [some, any]
10. He has scarcely—food. [some, any]
11. There are—girls than boys in the class. [less, fewer]

CHAPTER III

ADJECTIVES

Adjective किसी Noun या Pronoun की विशेषता बताता है और इसलिए उसकी संख्या को सीमित (restrict) करता है। आप देखेंगे कि noun plus adjective से उतने व्यक्तियों या वस्तुओं का बोध नहीं होता जितने का noun minus adjective से। हिन्दी के विशेषणों का भी यही लक्षण है। हिन्दी और अँगरेजी विशेषणों के प्रयोग में काफी समानता है, पर इन दोनों में एक बड़ा अन्तर भी है। हिन्दी के कुछ विशेषणों के रूप संज्ञा के लिंग/वचन के अनुसार बदल जाते हैं, पर अँगरेजी में विशेषण का लिंग/वचन होता ही नहीं। इन बातों का ध्यान रखकर हम Adjectives के प्रयोगों पर विचार करें।

Rule I. Each, Every, Either and Neither

Each/Every/Either/Neither के साथ सदा Singular Noun का प्रयोग होता है—

1. Each *book* is good.
2. Every *book* is good.
3. Neither *book* is good.
4. Either *book* is good.

यहाँ Plural Noun (books) का प्रयोग अनुचित होता।

Note—यदि every के बाद कोई बहुवचन संख्यासूचक विशेषण (Plural Numeral Adjective) आये, तो उस Adjective के बाद Plural Noun आता है, Singular नहीं [every + Plural number + Plural noun]; जैसे—

1. He takes water *every two hours.*
2. He comes to me *every five days.*

Rule II. (A) Each and Every

(a) —Each का प्रयोग सदा दो या दो से अधिक व्यक्तियों या वस्तुओं के साथ होता है, पर every का प्रयोग दो से अधिक के साथ (अर्थात् कम-से-कम तीन के साथ) होता है, केवल दो के साथ नहीं; जैसे—

1. The *two boys* had *each* a pen.
2. The two babies have each a toy.
3. The *ten boys* had *each* a pen.
4. *Every boy* had a pen.

यहाँ अन्तिम वाक्य से यह झलकता है कि लड़कों की संख्या कम-से-कम तीन तो अवश्य थी। इसलिए दो ही व्यक्तियों या वस्तुओं का बोध हो, तो every का प्रयोग नहीं करना चाहिए। इस वाक्य को लें—

There are *two boys* here and *every boy* has a pen.

यहाँ every के बदले each का प्रयोग होना चाहिए। यदि आप कठिनाई से बचना

चाहें तो सिर्फ each का प्रयोग करें, क्योंकि इसका प्रयोग दो के लिए होता है और दो से अधिक के लिए भी। बहुतेरे लोग 'each and every' का भी प्रयोग करते हैं जो शुद्ध है। इसका प्रयोग each पर अधिक जोर देने के लिए ही किया जाता है, पर याद रखें कि यदि सिर्फ दो ही का बोध हो तो न 'every' का प्रयोग होगा और न 'each and every' का ही; क्योंकि इनसे दो से अधिक का बोध होता है। इसलिए यह वाक्य अशुद्ध है—

There are two boys here and each and every boy has a pen.

(b)—Each और every में दूसरा अन्तर यह है कि each का प्रयोग Pronoun की तरह भी किया जाता है, पर every का नहीं; अर्थात् 'each' Adjective और Pronoun दोनों ही है, पर every सिर्फ Adjective है इसलिए each के बाद of का प्रयोग होता है, पर every के बाद कभी भी नहीं; जैसे—

Each of them is doing his duty.

यहाँ each of them के बदले every of them का प्रयोग सर्वथा अनुचित होता। यदि every के साथ one को जोड़कर everyone बना दें, तो इसका प्रयोग Pronoun की तरह हो सकता है और इसे of के पहले रख सकते हैं; जैसे—

Everyone of them is doing his duty.

Rule II. (B) Either and Both

Either का अर्थ 'दो में से एक' होता है, और 'दोनों' भी। आप जानते हैं कि both का अर्थ भी 'दोनों' होता है, पर both और either के प्रयोग में एक अन्तर है। Either का अर्थ 'दोनों' तब होता है, जब एक भाग दूसरे भाग का पूरक (complementary) होता है; जैसे—

either side, either end, either hand.

इसलिए जिस चीज के स्वाभाविक रूप से दो भाग नहीं होते, उनके साथ **दोनों** के अर्थ में both का प्रयोग होना चाहिए, either का नहीं। इन वाक्यों को लें—

1. There were trees on either side of the road.
2. His either son passed with good marks.

यहाँ पहला वाक्य शुद्ध है, पर दूसरा अशुद्ध। क्यों? इसलिए कि दो लड़के स्वाभाविक रूप से एक-दूसरे के पूरक नहीं होते। इसलिए दूसरे वाक्य में both sons का प्रयोग होना चाहिए।

Rule III. Distributive Adjective and Article

Distributive Adjective के पहले Article का प्रयोग नहीं होता। इसलिए इस प्रकार न लिखें—

1. The each book is good. 2. An every boy is good.

EXERCISE

Correct the following sentences—

(a) Every boys are reading their books. (b) I have only two pens but every pen writes well. (c) The medicine is given to a patient every three hour. (d) You have to take one tablet each four hours. (e) You should take neither sides. (f) Either roads will lead you there. (g) Every of us should do his work. (h) An every book is not equally useful. (i) The each book should be read carefully.

Hints—(a) Every boy is reading his book; (b) each; (c) hours; (d) every; (e) side; (f) road; (g) everyone. Don't use 'an' and 'the' in (h) and (i) respectively.

Rule IV. Possessive Adjectives and Possessive Pronouns

Possessive Adjectives ये हैं—

my, our, your, its, her, their.

Possessive Pronouns ये हैं—

mine, ours, yours, hers, theirs.

Possessive Adjectives का प्रयोग सदा Noun के पहले होता है [possessive adj. + noun]; जैसे—

1. This is my brother. 2. This is your book.

Possessive Pronouns का प्रयोग सदा Verb के बाद होता है [verb + possessive pronoun]; जैसे—

1. This book is mine. 2. That pen is yours.

इसलिए Possessive Adjectives का प्रयोग Verb के बाद और Possessive Pronoun का प्रयोग Noun के पहले इस प्रकार न करें—

1. This is mine book. 2. This book is my.

Note (a)—Possessive Pronoun + Verb

कभी-कभी *possessive adjective + noun* ये दोनों ही छिपे रहते हैं और इनके बदले Possessive Pronoun का प्रयोग होता है। वैसी अवस्था में Possessive Pronoun वाक्य के आरम्भ में आता है और इसके बाद Verb आता है—

Possessive pron. + verb; जैसे—

1. Mohan's pen is red. Mine is black. [mine = my pen]
2. My bag is big. Yours is small. [yours = your bag]

ध्यान दें कि ऐसी अवस्था में Possessive Pronoun verb के पहले आता है, verb के बाद नहीं।

Note (b)—Possession and relation

Possessive Adjectives से possession (अधिकार) और relation (सम्बन्ध)—दोनों का बोध होता है; जैसे—

1. This book is mine. 2. That bag is yours.

इसलिए सम्बन्ध बताने के लिए Possessive Pronoun का प्रयोग इस प्रकार नहीं हो सकता—

1. This brother is mine. 2. This friend is yours.

हां, ऐसे वाक्यों में *noun+of+possessive pronoun* का प्रयोग इस प्रकार अवश्य हो सकता है—

1. He is a friend of mine. He is a cousin of yours.

Note (c)—His का प्रयोग Noun के पहले हो सकता है और Verb के बाद भी, क्योंकि यह Possessive Pronoun है और Possessive Adjective भी; जैसे—

1. This is *his* book. 2. The book is *his*.

Note (d)—Possessive Pronoun के spelling का सदा ध्यान रखें—

its (it's नहीं), ours (our's नहीं), yours (your's नहीं), hers/theirs (her's/their's नहीं)। वाक्य में It's का अर्थ होता है—It is; 'इसका' नहीं।

Rule V. Possessive Adjectives and Articles

Possessive Adjectives के रहने पर Noun के साथ Article का प्रयोग नहीं होता; जैसे—

1. This is his pen. 2. That is her ink-pot.

यहाँ pen और ink-pot के साथ a/an/the का प्रयोग नहीं हो सकता। इसलिए ये वाक्य अशुद्ध हैं—

1. That is *a* my favourite book. 2. This is *the* his best shirt.

EXERCISE

Correct the following sentences—

(a) These are mine books not your's. (b) Our's wants are un imited. (c) Her's hair is black. (d) Their's ideas are old. (e) It is a your house. (f) This is the mine best dress. (g) These things are our's.

Hints—(a) These books are mine, not yours; (b) our; (c) her; (d) their; (e) It is your house; (f) This is my best dress; (g) ours.

Rule VI. Demonstrative Adjectives and their number

Demonstrative Adjectives के प्रयोग के सम्बन्ध में यह ध्यान रखना चाहिए कि Singular Adjective के साथ Singular Noun का और Plural Adjective के साथ Plural Noun का प्रयोग होता है—

this boy; *these* boys; *a certain* man;
certain men; *another* pen; *other* pens.

Note—आप यह भी न भूलें कि a, an, a certain, one तथा another शुद्ध Singular हैं। अतः इनके साथ सदा Singular Nouns का प्रयोग होता है। इसलिए

ये वाक्य अशुद्ध हैं—

1. These are another books. 2. There are a certain boys.

इसी प्रकार, 'certain' और 'other' शुद्ध plural हैं और इसलिए इनके साथ सदा Plural Nouns का ही प्रयोग होना चाहिए; जैसे—

certain boys; *other* boys.

कुछ ऐसे Indefinite Demonstrative Adjectives भी हैं, जो singular और plural दोनों ही होते हैं—

any, such, some और any other.

इसलिए इनके साथ Singular या Plural Noun का प्रयोग करना अपनी इच्छा पर निर्भर है; जैसे—

any country; *any* countries.

Definite Demonstrative Adjectives में 'this' और 'that' singular हैं, पर 'these' और 'those' plural. अतः इनके साथ भी Noun का प्रयोग इनके वचन पर निर्भर रहता है। Such, the same तथा the other का प्रयोग Singular और Plural दोनों ही वचनों में होता है; जैसे—

the other *man*; the other *men*.

Demonstrative Adjectives की चर्चा यहाँ विस्तारपूर्वक इसलिए की गयी है कि आप इनके Number का ध्यान रखें और Singular के साथ Singular Noun का प्रयोग करें और Plural के साथ Plural Noun का। अब, इन वाक्यों को देखें जिनमें इस नियम का उल्लंघन किया गया है—

1. I like *these sort* of men. 2. I do not like *those kind* of men.

यहाँ these और those के साथ Singular Noun क्रमशः sort और kind का प्रयोग कर दिया गया है। इनके शुद्ध रूप ये होंगे—

1. I like *this sort* of men. 2 I do not like *that kind* of men.

कुछ लोग समझते हैं कि these kind और those sort लिखना शुद्ध है; पर वास्तव में यह प्रयोग बोलचाल तक ही सीमित है। इस सम्बन्ध में आप इस विचार पर ध्यान दें—

The irregular uses—those kind of *and* these sort of *are easy to avoid when they are worth avoiding, that is, in print, and easy to forgive when they deserve forgiveness, that is, in hasty talk.*

—FOWLER : MODERN ENGLISH USAGE

इसलिए आप those kind या those sort आदि का प्रयोग न करें, अर्थात् these और those के बाद आने वाले Nouns (kind, sort आदि) को Plural Number में रखें। अब इस वाक्य को देखें—

But I hope soon to put an end to those sort *of obligations.*

—SAMUEL RICHARDSON

यहाँ those sort के बदले those sorts या that sort का प्रयोग होना चाहिए।

Rule VII. Another, Other and Any other

Another का प्रयोग Singular Noun के साथ और other का Plural Noun के साथ Affirmative Sentence में होता है, पर any other का प्रयोग Singular और Plural दोनों ही वचनों के Nouns के साथ Negative sentence में; जैसे—

1. I have read *another* book. 2. I have read *other* books.
3. I have not read *any other* book or books.

अब इन वाक्यों को देखें—

1. I have read *any other* book.
2. I have not read *another* book.

यहां पहले वाक्य में another का प्रयोग होना चाहिए और दूसरे में any other का, क्योंकि पहला वाक्य Affirmative है और दूसरा Negative.

EXERCISE

Correct the following sentences—

(a) I do not read these kind of books. (b) I do not like those sort of men. (c) There was certain man whose name I do not remember. (d) They are another men. (e) This is other pen. (f) I have met any other person this evening. (g) I have not used another pen to-day. (h) What does other teacher suggest ?

Hints—(a) those kinds, or that kind; (b) those sorts, or that sort; (c) a certain; (d) other; (e) another; (f) another; (g) any other; (h) another.

Rule VIII. Many and Several

Many और Several के बाद सदा Plural Common Noun (Countable Noun) का प्रयोग होता है; जैसे—

many men; several men.

इससे यह स्पष्ट है कि इनके साथ Material तथा Abstract Nouns का प्रयोग नहीं हो सकता, क्योंकि इनका plural होता ही नहीं। इसलिए ये वाक्य अशुद्ध हैं—

1. He has many money. 2. You have many gold and silver.
3. She possesses many beauty. 4. I have several milk.

EXERCISE

Correct the following sentences—

(a) Ram has much pens and pencils. (b) He feels much difficulties. (c) He has observed many uncommon phenomenon. (d) I have faced much troubles. (e) The poet says that in life there are much cares and anxieties.

Hints—(a) many; (b) much difficulty or many difficulties; (c) phenomena; (d) much trouble or many troubles; (e) many.

Rule IX. The Ordinals and Noun

जिन Definite Numeral Adjectives से serial order का बोध होता है, उन्हें Ordinals कहते हैं; जैसे—first, second, third इत्यादि। इसके पहले the का प्रयोग होता है और बाद में Singular Noun का; जैसे—

the second class; the third period; the fourth dimension.

यहाँ classes/periods/dimensions का प्रयोग अशुद्ध होता।

Rule X. Ordinals, Cardinals and Noun

यदि and से संयुक्त सभी Ordinals के लिए एक ही noun का प्रयोग हो और सिर्फ पहले Ordinal के पहले the आए तो वह Noun Plural Number में रहता है; पर यदि सभी Ordinals के पहले the का प्रयोग हो तो वह Noun Singular Number में रहता है; जैसे—

1. I have read the literature of *the* seventeenth and eighteenth *centuries.*
2. I have read the literature of *the* seventeenth and *the* eighteenth *century.*

यदि पहले वाक्य में century और दूसरे में centuries का प्रयोग कर दिया जाए तो यह अशुद्ध समझा जाएगा। ऐसे वाक्यों में थोड़ी-सी भी असावधानी के कारण भूल हो जाती है—

..*let us merely remind ourselves of two relevant forces—the scientific movement of* the *sixteenth and* the *seventeenth* centuries.

—BASIL WILLEY

अब देखिए, सावधानी से लिखने पर इसका शुद्ध प्रयोग—

1. ....*and the part of it that he has most enjoyed is the literature of the great ages,* the *sixteenth and seventeenth* centuries.

—T. S. ELIOT

2. ....*Secondly, how did the religious conflict of* the *sixteenth and seventeenth* centuries *leap up to the growth of natural religion in our period ?*

—BASIL WILLEY

EXERCISE

Correct the following setences—

(a) He has read the first and second chapter of this book. (b) He has read the first and the second chapters of this book. (c) G. B. Shaw lived through two centuries—the 19th and the 20th.

Hints—(a) chapters; (b) chapter; (c) the 19th and 20th.

Rule XI. Few, A Few and The Few

Rule XI (A)—इनके साथ सदा Plural Noun का प्रयोग होता है। इसलिए यह

Noun वैसा होता है जिसका Plural हो सके (अर्थात् countable noun का); जैसे—

1. He has *few pens*. 2. He has *a few pens*.

इन सभी वाक्यों में Plural Noun का प्रयोग हुआ है, जो शुद्ध है। यदि यहाँ Uncountable या Singular Noun का प्रयोग हुआ होता, तो वाक्य अशुद्ध हो जाते; जैसे—

1. He has *few* rice. 2. He has *a few* money.

Note—Few और little, a few और a little तथा the few और the little के अर्थ में अन्तर नहीं है; क्योंकि इनसे क्रमशः 'कुछ नहीं', 'कुछ' तथा 'जो कुछ थोड़ा' का बोध होता है पर व्याकरण की दृष्टि से इनमें अन्तर यह है कि few/a few/the few के साथ सदा Plural Noun का प्रयोग होता है, पर little/a little/the little के साथ सदा Singular Noun का; जैसे—

1. He has *little rice*. 2. He has a *little* money.

इसलिए 'कुछ' के अर्थ में few के साथ Singular Noun का प्रयोग और little के साथ Plural Noun का प्रयोग भयंकर भूल है। इस वाक्य को देखें—

I have *less* friends and *fewer* milk than Shyam.

यहाँ less के बदले fewer का और fewer के बदले less का प्रयोग होना चाहिए।

Rule XI (B)—Few का अर्थ होता है 'कुछ नहीं', a few का 'कुछ' और the few का 'जो कुछ थोड़ा'। इससे यह स्पष्ट है कि जहाँ 'कुछ' अर्थ का बोध कराना हो वहाँ a few का प्रयोग होना चाहिए और जहाँ 'कुछ भी नहीं' का बोध हो वहां few का। असावधानी से few के बदले a few या a few के बदले few का प्रयोग हो जाए, तो वह केवल व्याकरण की दृष्टि से ही नहीं, वरन् अर्थ की दृष्टि से भी अशुद्ध समझा जाएगा; जैसे—

Ram has few books and so he can give me only two.

यहाँ few books से पता चलता है कि राम के पास कुछ भी (एक भी) किताब नहीं है। तो फिर, वह किताबें देगा कैसे ? इसलिए, अर्थ को दृष्टि में रखते हुए, यहाँ a few का प्रयोग होना चाहिए।

EXERCISE

Correct the following sentences—

(a) He has few money. (b) She has few love for her husband. (c) I have purchased a few rice to-day. (d) I have few cows that give me five Kg. of milk. (e) I had few coins with me and so I gave only ten paise to the beggar. (f) I have few books which I have read very thoroughly. (g) He has a little pens. (h) She has a little rupees. (i) My cow does not give me fewer milk than yours. (j) He saw me few months after he had returned from England.

Hints—(a) little; (b) ittle; (c) a little; (d) a few; (e) a few; (f) a few; (g) a few; (h) a few; (i) less; (j) a few.

Rule XII. Many, Many a/an and Noun

Many/a good many/a great many के साथ Noun सदा Plural रहता है, पर many a तथा many an के बाद सदा singular; जैसे—

1. There are not *many men* there.
2. A *great* (*good*) *many men* have come.
3. *Many a man* has assembled.
4. *Many an ink-pot* has been bought.

EXERCISE

Correct the following sentences—

(a) Many a soldiers have attended the parade. (b) A great many flower was offered to him. (c) A good many poem is bad. (d) Many an H. E. Schools have been started this year. (e) Many an hours have passed away. (f) Many a men run after name and fame.

Hints—(a) soldier has; (b) flowers were; (c) poems are; (d) school has (e) hour has; (f) man runs.

Rule XIII. Definite Numerals and Of

कुछ ऐसे Definite Numeral Adjectives हैं (a dozen/a hundred/a thousand/a million) जिनके बाद of का प्रयोग नहीं होता। उनके बाद केवल Noun आता है; जैसे—

a dozen pens; a hundred rupees; a thousand rupees; a million rupees,

Note—याद रखें कि *a lakh/a couple/a pair/a score/a gross* के बाद of अवश्य आता है; जैसे—

a *lakh of* men; a *pair of* shoes; a *couple of* hours.

यदि यहाँ of का प्रयोग नहीं होता, तो वह अशुद्ध समझा जाता। यहाँ एक बात का ध्यान अवश्य रखें। यदि Definite Numerals के पहले a नहीं रहे और उन्हें Plural बना दिया जाय, तो उनसे अनिश्चित संख्या का बोध होता है; जैसे—dozens, hundreds. thousands आदि। जब ऐसी अनिश्चित संख्या के बाद noun आता है, तो इनके साथ of का प्रयोग अवश्य होता है—

definite plural numerals + of + noun

1. He has dozens of pens.
2. A king had hundreds of servants.
3. Thousands of men and women assembled there.

इन वाक्यों से यह भी स्पष्ट हो जाता है कि of नहीं रहने पर ऐसी अनिश्चित संख्या के बाद noun का प्रयोग नहीं हो सकता। इसलिए इस प्रकार न लिखें—

1. He has thousands rupees.
2. I have dozens books.

हाँ, यदि of + noun का प्रयोग न हो, तो ऐसी अनिश्चित संख्या का प्रयोग noun की तरह इस प्रकार हो सकता है—

Thousands heard him with attention.

EXERCISE

Correct the following sentences—

(a) I have dozens pens. (b) You have a thousand of rupees. (c) I have seen a lakh men to-day. (d) The Government have spent a million of rupees over this project.

Hints—(a) dozens of pens; (b) thousand rupees; (c) lakh of; (d) million rupees.

Rule XIV. Much and Noun

Much से परिमाण (how much) का बोध होता है, इसलिए इसके साथ केवल Material या Abstract Noun (Uncountable noun) का प्रयोग होता है, जो Singular Number में रहता है। इससे यह भी स्पष्ट है कि much के साथ Plural Nouns का प्रयोग नहीं हो सकता; जैसे—

not much water; not much milk; little water; little milk.

अब इन वाक्यों को देखें—

1. I don't feel *much* difficulties these days.
2. He does not *much* cares and anxieties.

इन वाक्यों में much के साथ plural nouns का प्रयोग हुआ है, जो अशुद्ध है। यहाँ much के बदले many का प्रयोग होना चाहिए, या plural nouns के बदले singular nouns का।

EXERCISE

Correct the following sentences—

(a) Shakespeare has written much sonnets and plays. (b) She has much golds and silvers. (c) You have much cows and horses. (d) She has much books and pens. (e) He has passed through much sorrows and sufferings.

Hints—(a) many; (b) gold and silver; (c) many; (d) many; (e) many.

Rule XV. All/Most/Some and Noun

जब all/most/some का प्रयोग Adjective of Quantity (परिमाणवाचक) की भाँति होता है, तब इनके साथ Singular Noun आता है, पर जब इनका प्रयोग Adjective of Number (संख्यावाचक) की भाँति होता है, तब इनके साथ Plural Noun आता है; जैसे—

1. Not *all* his *poetry* is good. 2. *Some* of his *poetry* is good.
3. *All men* are mortal. 4. *Some men* are foolish.
5. *Most* of his money was wasted.
6. *Most* of the *boys* are poor.

ऐसा प्रयोग मान्य है—

1. ....*where* all vision *is lost and* all memory *dies out.*
—D. H LAWRENCE

2. ....*they chose rather to bear* all hardship *than to make away with themselves.*
—JOHN BUNYAN

Rule XVI. Much/Many as subject/object

(a)—Much और Many का प्रयोग साधारणतया Negative और Interrogative sentences में होता है; जैसे—

1. I haven't *much* money. 2. I haven't *many* friends.
3. Have you *much* money ? 4. Have you *many* friends ?

(b)—आप यह भी देखें कि Affirmative sentences में Much और Many का प्रयोग Subject के साथ तो होता है, पर Object के साथ नहीं। Affirmative sentences में Object के साथ Much/Many के बदले इनका प्रयोग होता है—

lots of/a lot of/plenty of/a good deal of/a large number of/a large quantity of/a large amount of.

इन वाक्यों पर विचार करें—

1. *Many* men came. 2. *Much milk* was wasted.

इन वाक्यों में men और milk Subject हैं। इसलिए इनके साथ many या much का प्रयोग उचित है, पर यदि men और milk को Object बना दिया जाए, तो इनके साथ much या many का प्रयोग नहीं होगा। इसलिए ये वाक्य अशुद्ध हैं—

1. I know many men. 2. I bought much milk.

इनके शुद्ध रूप ये होंगे—

1. I know a lot of men. 2. I bought plenty of milk.

इन वाक्यों में men/milk का प्रयोग Object की तरह हुआ है। इसलिए यहाँ much/many के बदले a lot of/plenty of का प्रयोग करना आवश्यक है।

(c)—Much और Many के प्रयोग के सम्बन्ध में एक और बात का ध्यान रखें। Affirmative sentences रहने पर भी much/many का प्रयोग Subject और Object दोनों के साथ होता है, जब much/many के साथ *as, how* या *too* लगा रहता है; जैसे—

1. I do not like *too much* of fish.
2. I do not like *too many* friends.
3. I don't know *how many* mangoes he will buy.
4. You may take *as much as* you like.
5. You may have *as many* pens *as* you like.

Much और Many के सम्बन्ध में जो कुछ कहा गया है उसका आधार यह नियम है—

There is a tendency for *much* and *many*, when not modified by *how* or *too*, to occur in Negative and Interrogative sentences and not normally in purely Affirmative sentences. In Affirmative sentences

such compound determinatives as *a lot (of)*, *a large number (quantity, amount) of*, and *plenty of* are preferred.

—A. S. HORNBY : PATTERNS AND USAGE IN ENGLISH

EXERCISE

Correct the following sentences—

(a) I have many books and paper. (b) You have much gold and houses. (c) He has purchased much milk and mangoes. (d) I have brought many cups and tea. (e) Shakespeare has written much poetry and plays.

Hints—(a) much paper; (b) many houses; (c) many mangoes; (d) much tea; (e) many plays.

Rule XVII. Some and Any

(a)—Some का प्रयोग Affirmative sentences में होता है, पर any का Negative में, और hardly/scarcely/barely के साथ; जैसे—

1. He has *some* money.
2. He has *not any* money.
3. I have *some* food.
4. I have *not any* food.
5. He has *hardly* any food.
6. There are *scarcely any* good books here.

(b)—वाक्य में If या अन्य सन्देहसूचक शब्द (expression of doubt) के साथ any का प्रयोग होता है, some का नहीं; जैसे—

1. Tell me if you have *any* doubt.
2. I wonder whether there is *any* money left.

इस दृष्टि से ये वाक्य अशुद्ध हैं—

1. He has *not some* bread.
2. I want to know if you have some doubts.

यहां some के बदले any का प्रयोग करना चाहिए।

Note—आप देखेंगे कि जब any का प्रयोग Negative sentence में होता है, तब इसके (any के) पहले not आता है, no नहीं। No any का प्रयोग नहीं हो सकता; क्योंकि 'no' Adjective है और any भी। फिर Adjective किसी Adjective का गुण कैसे बतला सकता है? Not है Adverb जो Adjective 'any' का गुण बतला सकता है; जैसे—

1. I have *not any money.*

यहां not any के बदले *no any* का प्रयोग अशुद्ध होता।

(c)—Some और Any के सम्बन्ध में एक और बात ध्यान देने योग्य है। यदि वाक्य Interrogative हो, तो some और any के प्रयोग में कोई अन्तर नहीं माना जाता पर यदि Interrogative sentence से प्रार्थना/निमन्त्रण का बोध हो, तो some का प्रयोग होता है; जैसे—

1. Have you any/some food ?—प्रश्न
2. Could you give me some food ?—प्रार्थना

EXERCISE

1. *Fill in the blanks with an adjective from the box.*

some	any

1. There isn't—milk here.
2. Please give me—water.
3. There ar —pictures in this book.
4. She has—books and pens.
5. She asks for—money but I can't find—

2. *Make the following sentences*

(*a*) *negative* (*b*) *interrogative*—

1. He has some books.
2. She bought some cows.
3. There is some information.

Rule XVIII. Little, A little and The little

(a)—Little का अर्थ होता है 'कुछ नहीं', **a little** का 'कुछ' (थोड़ा) और **the little** का 'जो कुछ थोड़ा'। इस अर्थ को ध्यान में रखकर इनका प्रयोग करना चाहिए क्योंकि 'कुछ नहीं' के अर्थ में **a little** के प्रयोग और 'कुछ' के अर्थ में **little** के प्रयोग से काफी गड़बड़ी पैदा हो जाती है; जैसे—

As I have little rice, I can give you only two kilos.

यहाँ प्रश्न यह उठता है कि जब मुझे **little rice** (कुछ भी चावल नहीं) है, तो फिर दो किलो कैसे दिया जाएगा ? अतः यहाँ **a little** का प्रयोग होना चाहिए, **little** का नहीं।

(b)—Little, a little और **the little** के सम्बन्ध में एक और बात याद रखें कि 'कुछ' के अर्थ में इनके बाद सिर्फ **Material** या **Abstract Noun** का ही व्यवहार हो सकता है क्योंकि ये शुद्ध परिमाणवाचक विशेषण हैं। जिस प्रकार **few** के बाद **Material** या **Abstract Noun** का प्रयोग नहीं हो सकता, उसी प्रकार **little** के बाद **Common** या **Proper Noun** का प्रयोग नहीं होता। इसलिए ये वाक्य अशुद्ध हैं—

1. I have *few* money.   2. I have *little* books.

यहाँ **few** के बदले **little** का और **little** के बदले **few** का प्रयोग होगा।

(c)—The few और **the little** के सम्बन्ध में एक बात का ध्यान अवश्य रखें। **The few** और **the little** के बाद एक **Adjective clause** आता है, पर याद रखें कि **few, a few, little** और **a little** के बाद नहीं; जैसे—

1. He lost *the little* mony *he had*.
2. He has read *the few* books *he had*.

इन वाक्यों के आधार पर आप ऐसे वाक्य नहीं लिख सकते—

1. He lost little/a little money *he had.*
2. He has read few/a few books *he had.*

Rule XIX. No, None and the Noun

None एक ऐसा विशेषण है जिसका प्रयोग Noun के पहले नहीं होता। जब Noun का प्रयोग होता है, तब उसके पहले no आता है, none नहीं; जैसे—

1. Have you *any* bread? No, I have *none.*
2. I have *no* bread.

दूसरे वाक्य में Noun (bread) का प्रयोग हुआ है। इसलिए इसके पहले no आया है, none नहीं। यदि हम ऐसा लिखें—I have *none* bread. He has *none* money—तो यह उचित नहीं होगा।

Note—None के सम्बन्ध में कुछ लोगों के मन में एक भ्रम है। वे समझते हैं कि None केवल एक Pronoun है, Adjective नहीं। यह सच है कि none एक Pronoun है, पर यह Adjective और Adverb भी है। Webster's International Dictionary Vol. III (P. 1662) और Shorter Oxford Dictionary Vol. II (P. 1334) में इन सभी प्रयोगों पर प्रकाश डाला गया है। Pronoun की भाँति प्रयुक्त होने पर none का अर्थ होता है—no one; not one; nobody और Adjective की भाँति प्रयुक्त होने पर—no, not any. व्याकरण की दृष्टि से none का Attributive use १८वीं सदी तक होता था—

I have none other disease than a swelling in my legs. —SWIFT

आधुनिक प्रयोग में none का Attributive use नहीं होता, क्योंकि ऐसी अवस्था में none के बदले no का प्रयोग होता है, पर none का Predicative use अभी भी होता है, जो मान्य है—

Remedy there was none. —HOBBES

यों तो Hobbes पुराने लेखक हैं, फिर भी यहाँ none का Predicative use स्पष्ट रूप से बतलाता है कि यह एक Adjective भी है। इसलिए लोगों को अपना पुराना विचार अवश्य बदल देना चाहिए। यदि इन वाक्यों में—Remedy there was none. Hope there is none—'none' Adjective नहीं है, तो यह है क्या? निस्सन्देह, none यहाँ Adjective है।

EXERCISE

Correct the following sentences—

(a) I have no any book. (b) I have not some money. (c) He has any books. (d) I have little rice and so I shall give you ten seers. (e) He has spent a little money he had. (f) You have none books. (g) You have a little books. (h) There were not less than twenty persons. (i) I did not know his whereabouts and so had little difficulty in finding him out. (j) He is too busy to attend to some work. (k) He did not buy some pens.

Hints—(a) no book or not any book; (b) any money or have some money; (c) some; (d) a little; (e) the little; (f) no; (g) a few; (h) fewer than; (i) a little. (j) any work; (k) any pen.

Position of Adjectives

Adjective का प्रयोग दो प्रकार से होता है। जब हम Adjective को Noun के पहले रखते हैं, तो उसे Attributive use कहते हैं और जब उसे Verb के बाद रखते हैं, तो Predicative use; जैसे—

1. This is a *useful book*. 2. This *book* is *useful*.

इन दोनों ही वाक्यों में Adjective 'useful' का प्रयोग हुआ है। पहले वाक्य में यह Noun 'book' के पहले आया है। इसलिए यह Attributive use है। दूसरे वाक्य में इसका प्रयोग Verb के बाद हुआ है, Noun के पहले नहीं। इसलिए यह Predicative use है। Adjective का प्रयोग Attributive हो या Predicative, इस सम्बन्ध में एक-दो बातों का ध्यान रखें—

Rule XX. Qualitative and Proper Adjectives

Proper Adjective (Proper Nouns से बनाया गया, जैसे Indian, American Russian, etc.) तथा Adjective of Quality (जैसे—brave, strong, wise, good, bad etc.) का प्रयोग दोनों ही तरह से होता है—Attributive की तरह भी और Predicative की तरह भी।

1. This *game* is *Indian*.
2. This is an *Indian game*.
3. He is a *brave boy*.
4. The *boy* is *brave*.

यहाँ पहले वाक्य में Proper Adjective 'Indian' का Predicative use हुआ है, क्योंकि यह Verb के बाद आया है, पर दूसरे वाक्य में Attributive, क्योंकि यह Noun के पहले आया है। इसी प्रकार, तीसरे वाक्य में 'brave' का प्रयोग Attributive है और चौथे में Predicative. ये दोनों ही प्रयोग शुद्ध हैं। बहुत-से adjectives का प्रयोग दोनों तरह से होता है, पर कुछ adjectives ऐसे भी हैं जिनका केवल predicative use ही होता है, attributive नहीं। ये adjectives हैं—

asleep, awake, afraid, ashamed,
alike, alone, alive, ill (unwell के अर्थ में); जैसे—

1. The baby is asleep.
2. The boy is awake.
3. The girl is alone.
4. The men is alive.
5. I have no ill will.
6. He is afraid of me.

इन्हें इस प्रकार नहीं लिखा जा सकता—

1. There is an asleep baby or an awake boy.
2. There is an alone girl or an alive man.

Note (a)—याद रखें कि 'ill' का attributive प्रयोग हो सकता है, पर उस अवस्था में ill का अर्थ हो जाता है, 'बुरा' (bad); 'बीमार' (unwell) नहीं; जैसे—

I have no *ill will* against anybody.

Rule XXI. Indefinite Pronouns and Adjective

Adjective का प्रयोग Indefinite Pronouns (something, nothing, anything, somebody, anybody, nobody, no one के बाद होता है; जैसे—

1. Tell me something *new*. 2 I have nothing *useful* to do.

Rule XXII. More than one Adjective

यदि एक ही साथ बहुत-से Adjectives का प्रयोग एक ही Noun के लिए करना हो, या ये Adjectives काफी लम्बे हों, तो उन्हें Noun के बाद रखना अच्छा होता है; जैसे—

1. *A man, young, strong,* and *intelligent*....
2. God is the maker of all *things—visible* and *invisible, animate* and *inanimate*.

इसी प्रकार, जब कोई Adjective पदवी (title) के लिए प्रयुक्त होता है, तो वह Noun के बाद आता है; जैसे—

1. *Alexander* the *Great*; *Queen Victoria* the *Good*;
2. *Yudhisthir* the *Just*; *Louis* the *Pious*;
3. *Pitt* the *Younger*; *Cato* the *Elder*.

आप देखेंगे कि ये सब Adjectives capital letters से शुरू होते हैं।

Rule XXIII. Phrases and Adjective

कुछ प्रचलित Phrases में Adjective को Noun के बाद रखा जाता है; जैसे—

the body *politic*; heir *apparent*; governor-*general*;
the sum *total*; a god *incarnate*; president *elect*.

इन सभी उदाहरणों में अन्तिम पद Adjectives हैं और ये Noun के बाद आये हैं। आप इनके स्थान को बदलें नहीं और न इनके आधार पर कोई नया Phrase ही गढ़ने की कोशिश करें।

Rule XXIV. Ordinals and Cardinals

यदि किसी Noun के पहले Cardinal तथा Ordinal दोनों ही प्रकार के Adjectives आयें, तो वाक्य में पहले Ordinal को रखना चाहिए और उसके बाद Cardinal को; जैसे—

I have read the *first two* chapters of this book.

यहाँ पहले Ordinal (first) आया है और उसके बाद Cardinal (two). इसलिए आप

ऐसा न लिखें—

I have read the two first chapters.

Rule XXV. Numeral and Possessive adjectives

यदि Numeral Adjectives और Possessive Adjectives (my, your, his, her, its, their) दोनों ही का प्रयोग किसी Noun के पहले करना हो, तो पहले Numeral Adjective को रखें और उसके बाद Possessive Adjective को; जैसे—

1. *All my* books are missing. 2. All his *friends* are rich.

यहाँ Nouns के पहले दो Adjectives आये हैं—Numeral और Possessive. इसलिए पहले Numeral Adjective आया है और बाद में Possessive. पहले Possessive Adjective और उसके बाद Numeral को रखकर ऐसे वाक्य न लिखें—

1. My all pens are good. 2. Her all books are good.

एक बात और। वाक्य में the और this/that का स्थान Numeral Adj. के बाद रहता है; जैसे—all the books, all this, both the boys, इसलिए this all, the all, the both का प्रयोग सर्वथा अनुचित है। अतः ऐसे-ऐसे वाक्य न लिखें—

1. Your these friends are false.
2. My those pens are good.

इन्हें इस प्रकार लिखें—

1. These friends of yours are 'fare.
2. Those pens of mine are good.

EXERCISE

Correct the following sentences—

(a) My all friends came. (b) His all books are missing. (c) My both pens are good. (d) Your some teeth have fallen. (e) His many teeth have fallen. (f) My a few books are lost. (g) These all men are bad.

Hints—(a) All my; (b) All his; (c) Both my; (d) Some of your; (e) Many of his; (f) A few of my; (g) All these.

EXERCISE

Correct the following sentences—

(a) He has read the four first books of the Paradise Lost. (b) The two first boys were rewarded. (c) The five first competitors got gold medals and three last silver ones. (d) The three first candidates have been selected for appointment.

Hints—(a) first four; (b) first two; (c) first five......last three; (d) first three.

Rule XXVI. Adjective+Infinitive

कभी-कभी adjective के बाद infinitive इस प्रकार आता है—

1. He was *kind enough to help* me. 2. It is *foolish to say* so.

ऐसे adjectives को प्रधानता देने (या उस पर जोर देने) के लिए वाक्य की बनावट इस प्रकार की हो जाती है—

It + is/was + adjective + of + noun (pronoun) + infinitive; जैसे—

1. It was *kind of him to help* me.
2. It is *foolish of him to say* so.

ऐसे अर्थ में Exclamatory Sentences में वाक्य की बनावट इस प्रकार की हो जाती है—

How + adjective + of + noun (pronoun) + infinitive; जैसे—

1. How *kind of him to help* me !
2. How *foolish of him to say* so !

DEGREE OF ADJECTIVES

किसी व्यक्ति या वस्तु में कोई गुण कितनी मात्रा (Degree) में है इसकी छानबीन को ही Degree of Comparison कहते हैं। यह मात्रा तीन प्रकार की होती है—

(A) Positive, (B) Comparative, (C) Superlative.

POSITIVE DEGREE

यदि Adjective के मूल रूप का प्रयोग हो, तो उसें Positive Degree कहते हैं, जैसे—

1. He is a *good* boy. 2. It is a *nice* book.

Positive Degree में व्यक्तियों या वस्तुओं के गुणों की तुलना नहीं की जाती और यदि तुलना होती भी है तो उनके बीच समानता दिखलायी जाती है, गुणों का अधिक या कम होना (असमानता) नहीं। ऐसे वाक्यों की बनावट होती है—

(i) verb + adjective; (ii) verb + as + adj. + as;

1. He is clever. 2. He is as clever as she.

COMPARATIVE DEGREE

Rule I. Scope of Comparative Degree

दो व्यक्तियों या वस्तुओं की तुलना करने के लिए Comparative Degree का प्रयोग होता है और दो से अधिक के लिए Superlative का। इसलिए सिर्फ दो वस्तुओं या व्यक्तियों के लिए Superlative Degree का प्रयोग और दो से अधिक के लिए Comparative Degree का प्रयोग भयंकर भूल है—

1. This is the *best* of the *two books*.
2. Which is *easier* to learn—*French, German, or Sanskrit* ?

यहाँ पहले वाक्य में better और दूसरे में easiest का प्रयोग होना चाहिए। अब इस

इस वाक्य को देखें—

When **two Subjects** *are joined by 'or' or 'nor' the verb agrees in person with the Subject* **nearest** *to it.* —J. C. NESFIELD

इस वाक्य में केवल दो ही Subjects की तुलना हुई है और इसलिए यहाँ nearest के बदले nearer (Comparative) का प्रयोग होना चाहिए।

EXERCISE

Correct the following sentences—

(a) Which is the best of the two boys ? (b) This is the most popular of my two books. (c) Which is worse—smoking, drinking or gambling ? (d) Which is the best—meat or fish ? (e) Which of the two do you like most—the spider or the bee ? Of the three he is more clever.

Hints—(a) is better; (b) is more; (c) the worst; (d) is better; (e) like more; (f) he is the cleverest.

Rule II. Unequal Comparatives

जब दो व्यक्तियों या वस्तुओं के लिए Comparative Degree का प्रयोग हो, तो उन व्यक्तियों या वस्तुओं को स्पष्ट रूप से वाक्यों में रखना चाहिए। ऐसे वाक्यों में एक व्यक्ति या वस्तु को than के पहले रखा जाता है और दूसरे को than के बाद; जैसे—

The *climate* of Chapra is better than *that* (climate) of Patna.

यहाँ दो वस्तुओं की तुलना की गयी है—Chapra का climate एवं Patna का climate और कहा गया है कि इन दोनों में Chapra का climate Patna के climate से अधिक अच्छा है। अब वाक्य की इस बनावट पर विचार करें—

The climate of Chapra is better than Patna.

यह अनुचित है, इसलिए कि इससे ऐसा लगता है कि Chapra के climate की तुलना स्वयं Patna से (Patna के climate से नहीं) की गयी है। इसका कोई अर्थ ही नहीं लग सका। कुछ और वाक्यों को लें—

1. My shirt is better than *you.*
2. The *crop* is better this year than *last year.*

यहाँ पहले वाक्य में लेखक shirt की तुलना करना चाहता है—my shirt और your shirt के बीच, पर your shirt के बदले यहाँ you का प्रयोग कर दिया गया है। इससे ऐसा मालूम पड़ता है कि एक ओर shirt है और दूसरी ओर you. यह कुछ हास्यास्पद प्रतीत होता है, क्योंकि shirt और you की तुलना तो बहुत ही बेढंगी लगती है न! इसलिए इस वाक्य को इस प्रकार लिखना चाहिए—

My *shirt* is better than *yours* (your shirt).

इसी प्रकार दूसरे वाक्य में तुलना की गयी है 'इस साल की फसल' (the crop of this year) से 'गत वर्ष की फसल' (the crop of last year) की, पर वाक्य से ऐसा मालूम पड़ता है कि crop और year की तुलना की गयी हो। इसलिए इस वाक्य को

इस प्रकार लिखना चाहिए—

The *crop* is better this year than *what* it was last year.

इसलिए जब Comparative Degree का प्रयोग हो, तो सावधानी से यह देख लेना चाहिए कि किन दो व्यक्तियों या वस्तुओं के बीच हमें तुलना दिखलानी है। इतना निश्चय कर लेने पर आप इन्हें स्पष्ट रूप से वाक्य में लिखें और than के बाद आने वाले Noun/Pronoun का विशेष ध्यान रखें क्योंकि यहीं भूल अधिक होती है। इसी भूल को Unequal Comparative कहते हैं।

EXERCISE

Correct the following sentences—

(a) The climate of Bihar is better than Bengal. (b) The rainfall in Bengal is heavier than Bihar. (c) My shoes are finer than you. (d) My home is farther than he. (e) My cows give more milk than your brother. (f) The power-house of Chapra is bigger than Arrah. (g) My land is more fertile than you.

Hints—(a) than the climate of Bengal, or that of Bengal; (b) than the rainfall in Bihar or that in Bihar; (c) your shoes or yours; (d) than his or his home; (e) than your brother's or those of your brother; (f) than that of Arrah; (g) yours, or than your land.

Rule III. The Signs of Comparative Degree

एक syllable के Adjectives (अर्थात् ऐसे adjectives जिन्हें अलग-अलग टुकड़ा करके पढ़ा नहीं जा सके) में 'r' या 'er' लगाकर Comparative Degree बनायी जाती है; जैसे—small—smaller, tall—taller.

दो या दो से अधिक syllables के Adjective में more या less लगाकर उसे Comparative Degree बनाया जाता है; जैसे—

beautiful—more beautiful (or less beautiful).

हाँ, कुछ ऐसे भी Adjectives हैं जिनकी Comparative Degree अनियमित रूप (irregular way) से बनती है; जैसे—

bad—worse, good—better, many—more.

Rule IV. Than and Comparative Degree

Comparative Degree के बाद Conjunction 'than' का प्रयोग होना चाहिए, from आदि का नहीं; जैसे—

1. Ram is more beautiful *than* Mohan.
2. You are better *than he*.

इससे यह स्पष्ट है कि than का प्रयोग तब होता है जब इसके पहले आने वाले Adjective को Comparative Degree में रखा जाता है। यदि कोई Adjective Positive

Degree में हो, तो than का प्रयोग करना भद्दी भूल है। इसलिए ये वाक्य अशुद्ध हैं—

1. Pakistan is *much* backward than India.
2. Sohan is *much* wealthy than Ram.

यहाँ than के पहले आने वाले Adjectives 'backward' तथा 'wealthy' Positive Degree में हैं। इनके पहले much के बदले more का प्रयोग होना चाहिए। इसलिए आप याद रखें कि than का प्रयोग कर देने से ही Comparative Degree नहीं बनायी जा सकती, Adjective को भी Comparative Degree का रूप देना आवश्यक है।

Note—इस सम्बन्ध में यह भी नहीं भूलें कि than के पहले आने वाले Adjective को Double Comparative नहीं बनाना चाहिए। यह कहा गया है कि Comparative Degree के चिह्न 'r', 'er', 'more' और 'less' हैं। नियमानुसार इनमें से केवल एक ही का प्रयोग करें, एक से अधिक का नहीं। इसलिए more better, more stronger आदि प्रकार की Comparative Degree अशुद्ध हैं। 'Better' और 'stronger' Comparative Degree में हैं ही। फिर more या less की आवश्यकता ही क्या है?

EXERCISE

Correct the following sentences—

(a) She is beautifuller than her sister. (b) You are much bad than he. (c) America is much wealthy than India. (d) You are more tall than I. (e) You are more braver and stronger than I. (f) India is more advanced and cultured from Africa. (g) He is more handsomer than you.

Hints—(a) more beautiful; (b) worse than; (c) more wealthy; (d) are taller; (e) are braver and stronger; (f) than Africa; (g) more handsome.

Rule V. Comparison of equality

जब दो व्यक्तियों, वस्तुओं या गुणों की तुलना की जाती है और उनके बीच समानता (equality) दिखलायी जाती है, तो as + adjective + as का प्रयोग इस प्रकार किया जाता है—

1. This boy is as tall as that.
2. My pen is as cheap as yours.

Rule VI (A). Comparison of inequality

जब दो व्यक्तियों, वस्तुओं या गुणों की तुलना की जाती है और उनके बीच असमानता (inequality) दिखलायी जाती है, अर्थात् जब तुलना negative होती है, तो **not as** या **not so + adjective + as** का प्रयोग इस प्रकार होता है—

1. This boy is not as tall as that.
2. My pen is not so cheap as that.

Note (a)—इस प्रकार के वाक्यों में less + positive degree + than का भी प्रयोग हो सकता है—

1. This boy is less tall than that.

पर आधुनिक अँगरेजी में *less + positive degree + than* का प्रयोग विरले ही होता है। इसलिए ऐसे वाक्यों में *not so + positive degree + as* का प्रयोग करें तो अच्छा।

Note (b)—आजकल positive degree में *not all that+adjective* का प्रयोग इस प्रकार हो रहा है—

1. It is not all that dear.
2. It is not all that high.

पर तुलना करते समय *not all+that* के बदले not so का प्रयोग करना चाहिए—

It is *not so* dear/high.

Rule VI (B). Comparison of actions [Verbs]

दो कार्यों (actions) की तुलना इस प्रकार की जाती है—

1. Talking is as easy as playing.
2. Running is not as easy as walking.
3. Cooking is not as easy as eating.
4. It is as easy to talk as play.
5. It is not as easy to run as walk.
6. It is not as easy to cook as eat.

ऐसे वाक्यों में पहले infinitive का to चिह्न प्रकट रहता है, पर दूसरे infinitive का to चिह्न छिपा रहता है—

to talk as play [not, to play]

दो कार्यों के बीच तुलना इस प्रकार भी की जाती है—

(i) Subject+prefer+verb+ing+to+verb+ing [gerund]
(ii) Subject+prefer+infinitive+rather+than+infinitive [without to]
(iii) Subject+had better+infinitive [without to]+than+infinitive [without to]
(iv) Subject+had rather+infinitive [without to]+than+infinitive [without to]
(v) Subject+had sooner+infinitive [without to]+than+infinitive [without to]
(vi) Subject+would sooner/would rather+infinitive [without to]+than+infinitive [without to]
(vii) Subject+had as soon+infinitive [without to]+as+infinitive [without to]

1. I prefer walking to swimming.
2. I prefer to walk rather than swim.
3. He would prefer dying to begging.
4. He would prefer to die rather than beg.
5. He had better die than beg.
6. He had rather die than beg.
7. He had sooner die than beg.
8. He would sooner die than beg.
9. He would as soon die as beg.
10. He would rather die than beg.

Rule VII. Than and the Case

Than के बाद Noun/Pronoun Nominative और Objective दोनों ही Cases में रह सकता है। यदि वाक्य में दो Subjects के बीच तुलना की जाए, तो than के बाद Nominative Case रहता है, पर दो Objects के बीच तुलना होने पर than के बाद Objective Case; जैसे—

1. *He* loves you more than *I*. 2. He loves *you* more than *me*.

ये दोनों ही वाक्य शुद्ध हैं, पर इनके अर्थ में काफी अन्तर है। पहले वाक्य का अर्थ है कि He और I दोनों ही you को प्यार करते हैं। पर 'He' 'you' को I की अपेक्षा अधिक प्यार करता है। दूसरे वाक्य में He दो Objects (you और me) को प्यार करता है, पर वह you को me की अपेक्षा अधिक प्यार करता है।

Note (a)—यदि वाक्य में Intransitive Verb रहे, तो than के बाद Noun या Pronoun सदा Nominative Case में रहता है, पर Transitive Verb रहने पर Nominative और Objective दोनों में से किसी एक Case का प्रयोग हो सकता है। इसलिए ये वाक्य अशुद्ध हैं—

1. He is better than me. 2. He is more beautiful than me.
3. You are better than her. 4. She is older than him.

Note (b)—Intransitive Verb रहने पर भी than के बाद Objective Case होता है, पर ऐसा प्रयोग केवल बातचीत की ही भाषा में होता है। अच्छे लेखक ऐसी अवस्था में Nominative Case का ही प्रयोग करते हैं—

1. It *is greater* than they.. —T. S. ELIOT
2. *Your husband doesn't believe you are older* than I. —NORMAN LEWIS
3. *Little does she realise that I am more widowed* than she. MAHATMA GANDHI : YOUNG INDIA, APRIL 26, 1928

EXERCISE

Correct the following sentences—

(a) He is better than me. (b) You are more intelligent than me. (c) She is older than him. (d) You are stronger and wiser than him. (e) My brother is taller than me.

Hints—(a) I; (b) I; (c) he; (d) he; (e) I.

Rule VIII. Much/Far/By far/Still and Comparative Degree

Comparative Degree के Adjective के साथ much/far/still का प्रयोग शुद्ध है,

पर very का प्रयोग अशुद्ध; जैसे—

1. He is *much better* than you. 2. He is *far wiser* than I.
3. This book is better *by far*.
4. This book is still better/better *still*.

इन वाक्यों में much/far का प्रयोग शुद्ध है। यहाँ very का प्रयोग अशुद्ध होता। इसलिए इस प्रकार के वाक्य न लिखें—

1. He is *very better* than you. 2. He is *very wiser* than I.

Rule IX (a). Comparison of Qualities

यदि एक ही व्यक्ति या वस्तु के दो गुणों (qualities) की तुलना की जाए, तो उस Adjective के पहले सदा more या less का प्रयोग होता है और than के बाद आनेवाला Adjective सदा positive Degree में रहता है; जैसे—

1. Mohan is *more brave* than good.
2. Ram is *more good* than intelligent.

यहाँ पहले वाक्य में एक ही व्यक्ति Mohan के दो गुणों (brave और good) की तुलना की गयी है। इसलिए एक syllable के विशेषण रहने पर भी brave और good के पहले more का प्रयोग हुआ है। यहाँ more good के बदले better और more brave के बदले brave का प्रयोग नहीं होना चाहिए।

आप यह याद रखें कि एक syllable के विशेषण में 'r'/'er' लगाकर एक से अधिक syllable के Adjective में more/less लगाकर Comparative Degree बनायी जाती है, जब दो अलग-अलग वस्तुओं या व्यक्तियों के एक ही गुण की तुलना की जाती है; जैसे—

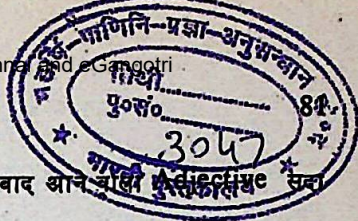
Ram is better than Shyam.

यहाँ दो व्यक्ति Ram और Shyam के एक गुण की तुलना की गयी है और इसलिए good की Comparative Degree 'better' का प्रयोग हुआ है। आप इसको संक्षेप में इस प्रकार याद रखें—यदि than के बाद Adjective का प्रयोग हो, तो एक syllable के Adjective की भी Comparative Degree सदा more/less लगाकर बनायी जाती है। पर यदि than के बाद Noun/Pronoun आए, तो Comparative Degree साधारण नियम के अनुसार बनती है—एक syllable के Adjective में 'r'/'er' लगाकर और एक से अधिक syllable के Adjective में more/less लगाकर; जैसे—

1. Ram is *better* than Shyam. 2. Ram is *more good* than wise.

यहाँ पहले वाक्य में than के बाद Noun 'Shyam' आया है। इसलिए यहाँ Comparative Degree 'better' का प्रयोग हुआ है, पर दूसरे वाक्य में than के बाद Adjective 'wise' आया है, Noun या Pronoun नहीं। इसलिए good की Comparative Degree 'more good' का प्रयोग हुआ है, better का नहीं। अतः ये वाक्य अशुद्ध हैं—

1. You are *wiser* than good.
2. The book is *better* than cheap.

यहाँ wiser के बदले more wise तथा better के बदले more good का प्रयोग होना

चाहिए। यह भी याद रखें कि ऐसी अवस्था में than के बाद आने वाला Adjective सदा Positive Degree में रहता है।

(b). Comparison of weights and measures

कुछ वाक्यों में weight (तौल) की तुलना की जाती है। वैसी तुलना इस प्रकार करनी चाहिए—....*time + as + positive degree + as*....; जैसे—

This box is five times as heavy as that.

कुछ लोग ऐसी अवस्था में इस प्रकार तुलना करते हैं—

....*times + comparative degree + than*; जैसे—

This box is five times heavier than that.

यह वाक्य अशुद्ध है। ऐसे वाक्यों में आप as....as के द्वारा ही तुलना करें।

Note—यदि वाक्य में निश्चित amount या quantity रहे, तो तुलना इस प्रकार की जाती है—

....*comparative degree*.. + ..*than*....

1. This is five pounds heavier than that.
2. This shirt is three shillings dearer than that.

EXERCISE

Correct the following sentences—

(a) Ram is stronger than brave. (b) The book is cheaper than better. (c) You are stronger than wiser. (d) This flower is redder than whiter. (e) He is bolder than wiser. (f) This house is finer than stronger.

Hints—(a) more strong than brave; (b) more cheap than good; (c) more strong than wiser; (d) more red than white; (e) more bold than wise; (f) more fine than strong.

Rule X. As/Than and Comparative Degree

यदि वाक्य में तुलना करने के लिए as और than दोनों ही का प्रयोग हो, तो as के बाद आने वाले Adjective/Adverb के बाद एक और as का प्रयोग करें (as..as), सिर्फ एक ही as का नहीं; जैसे—

I can work *as* fast *as*, if not faster than you.

यहाँ as के बाद फिर as का प्रयोग किया गया है क्योंकि वाक्य में than आ गया है। ऐसे वाक्यों में यदि हम एक ही as से काम चला लेना चाहें तो वह अशुद्ध होगा; जैसे—

I can work as fast, if not faster than you.

इन्हें भी देखें—

1. I am as good, if not better than he.
2. Drinking is as bad, if not worse than smoking.
3. This book is as good, or even better than that.

इन वाक्यों में as....as के वदले एक ही as का प्रयोग करके भयंकर भूल की गयी है। इनके शुद्ध रूप ये होंगे—

1. I am *as* good *as*, if not better than he.
   or, I am *as* good *as* he, if not better.
2. Drinking is *as* bad *as*, if not worse than smoking.
   or, Drinking is *as* bad *as* smoking, if not worse.
3. This book is *as* good *as*, or even better than that.
   or, This book is *as* good *as* that or even better.

EXERCISE

Correct the following sentences—

(a) I can run as fast, if not faster than you. (b) He is as good, if not better than I. (c) It is as bad, if not worse than that. (d) Drinking is as bad, if not worse than gambling. (e) I am as strong or even stronger than he.

Hints—(a) as fast as, (b) as good as, (c) as bad as, (d) as bad as, (e) as strong as.

Rule XI. 'And' and the Degree of Adjectives

यदि बहुत-से Adjectives को and से जोड़ा जाए, तो उन सबको एक ही Degree में रहना चाहिए। यदि एक Adjective Positive Degree में हो और दूसरा Comparative में, तो उन्हें जोड़ा नहीं जा सकता। अगर Comparative Degree का प्रयोग करना जरूरी हो तो उन सबको Comparative Degree में ही रखें। इसी प्रकार, यदि एक Adjective Positive Degree में हो और दूसरा Superlative में तो उन्हें जोड़ा नहीं जा सकता। अगर Adjective के साथ Superlative Degree का प्रयोग करना आवश्यक हो, तो उन सभी को Superlative Degree में रखें; जैसे—

1. Ram is *better* and *wiser* than Mohan.
2. You are *braver* and *stronger* than I.

इन वाक्यों में दो Adjectives and से जोड़े गये हैं। इसलिए better और wiser तथा braver और stronger Comparative Degree में हैं। हम ऐसा नहीं लिख सकते—

1. Ram is *better* and *wise* than Mohan.
2. You are *braver* and *strong* than I.

पहले वाक्य में 'better' Comparative Degree में है, पर 'wise' Positive में। फिर दूसरे वाक्य में 'braver' Comparative Degree में है, पर 'strong' Positive में। यहाँ wise के बदले wiser तथा strong के बदले stronger का प्रयोग करें। Superlative Degree के Adjective के साथ भी यही नियम लागू होना चाहिए; जैसे—

1. He is the *bravest* and *strongest* man.
2. It is the *best* and *wisest* plan.

ये दोनों ही वाक्य शुद्ध हैं, क्योंकि and से जोड़े गये दोनों ही Adjectives Superlative Degree में हैं।

अब इन वाक्यों को देखें—

1. He is the *bravest* and *strong* man.
2. It is the *best* and *wise* plan.
3. This is the *surest* and *intelligent* way.

यहाँ दोनों ही Adjectives को Superlative Degree में रहना चाहिए; जैसे—

This is the *surest* and *most intelligent* way.

EXERCISE

Correct the following sentences—

(a) I am bolder and brave than he (b) This plan is better and easy than that. (c) This is the cheapest and safe course of action. (d) He is the wisest and brave man. (e) This house is finer and strong than that.

Hints—(a) braver; (b) easier; (c) safest; (d) bravest; (e) stronger.

Rule XII. Comparative-cum-Superlative

यदि हम दो व्यक्तियों/वस्तुओं के बीच तुलना करने के बदले एक ही व्यक्ति/वस्तु की तुलना उस वर्ग के सभी (all) व्यक्तियों या वस्तुओं के साथ करें (जैसा Superlative Degree में किया जाता है) तो than के बाद आने वाले Noun या Pronoun के साथ other या else का प्रयोग होना चाहिए; जैसे—

1. Ram is better than *all other* students.
2. I like it better than *any other* book
3. You are better than *anybody else* in the class.

यहाँ पहले वाक्य में Ram की तुलना सभी लड़कों से की गयी है। यहाँ सिर्फ दो ही व्यक्तियों की तुलना नहीं की गयी है। इसलिए all के बाद other का प्रयोग आवश्यक है। इसी प्रकार, दूसरे वाक्य में भी any के बाद other का प्रयोग हुआ है, क्योंकि यहाँ it की तुलना सभी किताबों के साथ हुई है, सिर्फ एक ही किताब से नहीं। तीसरे वाक्य में you की तुलना सभी (anybody) से हुई है। अतः यहाँ else का प्रयोग हुआ है। यदि आप ऐसे वाक्यों में than के बाद आने वाले all, anybody, anyone, everybody आदि के साथ other या else का प्रयोग नहीं करेंगे, तो वाक्य अशुद्ध समझे जाएँगे; जैसे—

1. Ram is better than *all* students.
2. I like it better than *any* book.
3. You are better than *anybody* in the class.

यहाँ all/any के बाद other का और anybody के बाद else का प्रयोग होना आवश्यक है।

Note—याद रखें कि than के बाद Noun रहने पर other का प्रयोग होता है, पर Pronoun रहने पर else का; जैसे—

all other books, any other man, anyone else, everybody else, anybody else.

अब इन वाक्यों को देखें—

1. *There is another ego according to whose action the individual is recognizable, which needs a* **deeper** *sense than* **any** *we have been used to exercise.* —D. H. LAWRENCE

2. *The world of our daily life is more man made than at* **any** *previous epoch.* —BERTRAND RUSSELL

3. *Yet Marx is a strong force in the world,* **stronger** *than* **any** *we had in the past.* —THE MODERN REVIEW, Feb. 57

इन वाक्यों में any के बाद other का प्रयोग होना चाहिए। याद रखें कि सतर्कता से लिखनेवाले ऐसी गलती नहीं करते—

Milton handled blank verse in a way which no one has even approached......and in so doing he did **more** *than* **anyone** *or* **anything else** *to make it impossible for the drama.* —T S. ELIOT

EXERCISE

Correct the following sentences—

(a) He is wiser than anybody in the town. (b) You are taller than all students of your class. (c) I like him better than any man. (d) He is more intelligent than any student of his class. (e) This book is better than any on the subject.

Hints—(a) anybody else; (b) all other; (c) any other; (d) any other; (e) any other.

Rule XIII. 'Preferable' and Comparative Degree

Preferable एक ऐसा Adjective है जिसके पहले, Latin comparative की भाँति, more/less का और बाद में than का प्रयोग नहीं होता। इसके साथ than के बदले सदा to का प्रयोग होता है; जैसे—

1. This is preferable *to* that. 2. Milk is preferable *to* meat.

इसलिए ऐसे-ऐसे वाक्य न लिखें—

1. This is preferable *than* that. 2. Milk is *more* preferable to meat.

EXERCISE

Correct the following sentences—

(a) This book is more preferable than that. (b) That plan is more preferable than this. (c) Milk is preferable than egg.

Hints—(a) is preferable to that, (b) is preferable to this, (c) is preferable to egg.

Rule XIV. 'Comparatively' and Comparative Degree

यदि किसी Adjective या Adverb के पहले *Comparatively* शब्द का प्रयोग हो, तो

वह Adjective या Adverb Positive Degree में रहता है, Comparative में नहीं; जैसे—

I am *comparatively well* to-day.

यदि हम यहाँ comparatively better लिखें तो वह अशुद्ध होगा। यदि Adjective या Adverb को Comparative Degree में रखना ही हो तो Comparatively शब्द का प्रयोग उस Adjective या Adverb के पहले न करें; जैसे—

I am better to-day.

इसलिए comparatively well लिखें या सिर्फ better, पर दोनों नहीं, क्योंकि अच्छे लेखक इन दोनों की खिचड़ी कभी नहीं पकाते—

1. *It was, of course,* **comparatively easy** *for Burke to accept the English Constitution as part of the order of nature.* —BASIL WILLEY
2. *This is* **comparatively easy.** —CHRISTOPHER CAUDWELL

इस वाक्य में comparatively easy का प्रयोग शुद्ध है। यहाँ easy को easier कर देने से वाक्य अशुद्ध हो जाता। अब इस वाक्य को देखें—

............*that an advance against Government securities now becomes* **comparatively high** *or* **costlier.**

—THE EASTERN ECONOMIST, Feb. 8, '57.

इस वाक्य में higher के बदले high और costlier के बदले costly का प्रयोग होना चाहिए।

EXERCISE

Correct the following sentences—

(a) How are you ? I am comparatively better to-day. (b) This method is comparatively easier and safer. (c) That plan is comparatively cheaper.

Hints—(a) I am better......or comparatively well, (b) is easier and safer or comparatively easy and safe, (c) is cheaper or comparatively cheap.

Rule XV. The + Comparative Degree + of the two

यदि Comparative Degree के पहले the आए तो उसके बाद सदा *of the two* आता है। ऐसे वाक्यों की बनावट इस प्रकार की होती है—

........*the + comparative + of the two*; जैसे—

1. This boy is *the* better *of the two.*
2. He is *the* wiser *of the two.*

ऐसे वाक्यों में of के बदले than और two के बदले three, four आदि का प्रयोग भयंकर भूल है। इसलिए ये वाक्य अशुद्ध हैं—

1. This boy is *the* cleverer *than the two.*
2. This boy is *the* cleverer *of the three.*
3. This boy is *the* cleverer *than the three.*

EXERCISE

Correct the following sentences—

(a) You are the stronger of the three. (b) He is the wiser than the two. (c) This is the finer than the three. (d) This plan is the better than all.

Hints—(a) strongest of the three, (b) wiser of, (c) finest of the three, (d) better of the two or best of all.

Rule XVI. Parallel increase/or decrease/Gradual increase

कुछ वाक्यों से Parallel increase का बोध होता है, अर्थात् उनसे यह बोध होता है कि जब कोई गुण एक ओर बढ़ता है, तो वह उसी अनुपात में दूसरी ओर भी बढ़ता है। ऐसे वाक्यों की बनावट इस प्रकार की होती है—

the + comparative......the + comparative; जैसे—

1. *The bigger* a house is, *the richer* its owner grows.
2. *The richer* a man is, *the more greedy* he becomes.

कुछ वाक्यों से Gradual increase का बोध होता है, अर्थात् उनसे यह बोध होता है कि गुण की मात्रा बढ़ती ही जाती है। ऐसे वाक्यों की बनावट इस प्रकार की होती है—

...... *+ comparative + and + comparative*; जैसे—

1. He is getting *worse and worse*.
2. The weather is getting *hotter and hotter*.

Rule XVII. Latin Comparatives

कुछ ऐसे Adjectives हैं जो Latin से आये हैं। इन्हें Latin comparatives कहा जाता है—senior, junior, prior, posterior, superior, inferior तथा anterior. इनके पहले more या less का प्रयोग नहीं होता और इनके बाद to का प्रयोग होता है, than का नहीं; जैसे—

1. I am *senior to* him. 2. He is *junior to* me.

अतः आप ऐसे वाक्य न लिखें—

1. He is *more* superior *than* me.
2. You are *more* junior *than* him.

इनके शुद्ध रूप ये होंगे—

1. He is *superior to* me. 2. You are *junior to* him.

Note—कुछ ऐसे भी Latin comparatives होते हैं जो अब Comparative Degree में व्यवहृत नहीं किये जाते। इनका प्रयोग अब केवल Positive Degree में साधारण विशेषण की ही भाँति होता है। इसलिए इनके बाद to का प्रयोग नहीं होना चाहिए; जैसे—

1. It is *a major* operation. 2. It is of *minor* importance.
3. I have no *ulterior* motive in doing this work.

उपर्युक्त वाक्यों में major, minor तथा ulterior का प्रयोग Positive Degree में हुआ है, Comparative में नहीं। इसलिए यहाँ to के प्रयोग करने का प्रश्न ही नहीं उठ सकता। वास्तव में, इनका प्रयोग Noun की तरह भी होने लगा है; जैसे—

1. He is a minor. 2. You are a major.

कहने का तात्पर्य यह है कि major और minor का प्रयोग, senior और junior की तरह, Comparative Degree में कभी न करें। इसलिए ये वाक्य अशुद्ध हैं—

1. He is major *to* me. 2. You are minor *to* him.

EXERCISE

Correct the following sentences—

(a) Your position is superior than his. (b) Shakespeare's plays are more superior than Shaw's. (c) You are more junior than me. (d) I am more senior than him. (e) My status is more superior than yours.

Hints—(a) superior to; (b) are superior to; (c) are junior to; (d) am senior to; (e) is superior to.

Rule XVIII. Degreeless Adjectives

कुछ ऐसे Adjectives होते हैं जो सदा Positive Degree में ही रहते हैं। इनकी Comparative या Superlative Degree नहीं होती और Positive Degree में भी इनके साथ very या किसी अन्य Adv. का प्रयोग नहीं होता। ये हैं—

absolute, perfect, complete, entire, full, whole, chief, extreme, unique, excellent, right, wrong, circular, annual, monthly, milky, blue, golden, lunar, solar, oblong, round, square, universal, impossible, dead, dumb, blind, matchless.

Note—इस नियम के सम्बन्ध में इतना ही कहना है कि कुछ आधुनिक महान् लेखकों ने अपनी शैली (style) को प्रभावशाली बनाने के लिए इस नियम में थोड़ा परिवर्तन किया है जो अनुचित नहीं। इसलिए आजकल fuller, fullest, more perfect, most perfect, most impossible, most universal इत्यादि का प्रयोग कुछ अच्छे लेखकों ने किया है। कुछ नमूने देखें—

1. *In the play of Shakespeare a musical design can be discovered in particular scenes, and in his* **more perfect** *plays as wholes.*—T. S ELIOT
2. *Decorum is the* **most universal** *of all the rules.* —BASIL WILLEY
3. *But there are other things in Pilgrim's Progress besides the* **most perfect** *representation of Evangelical religion* —G. M. TREVELYAN
4. ......*and this* **fuller** *kind of criticism in what we desire.* —I. A. RICHARDS
5. ......*but the play, the Shadow Waters, seems to me one of the* **most perfect** *expressions of the vague enchanted beauty of that school.* —T. S. ELIOT

इन उदाहरणों से यह स्पष्ट है कि आजकल full और perfect की Degree बनायी जाती

है जो काफी लोकप्रिय है। हाँ, ऊपर दी गयी सूची में जो अन्य Adjectives हैं, उनका प्रयोग Comparative या Superlative में प्राय: नहीं मिलता। इसलिए उनकी Degree बनाने का प्रयत्न न करें, तो अच्छा हो।

SUPERLATIVE DEGREE

Rule I. Scope of Superlative Degree

Superlative Degree का प्रयोग दो से अधिक व्यक्तियों या वस्तुओं की तुलना करने के लिए होता है, केवल दो के लिए नहीं; जैसे—

1. He is *the best* student of his class.
2. He is *the wisest* of all.

जरा, इन वाक्यों पर विचार करें—

1. He is the best of the *two* students.
2. He is the wisest of the *two* men.

ये वाक्य अशुद्ध हैं, क्योंकि दो व्यक्तियों या वस्तुओं के लिए Superlative का प्रयोग हो ही नहीं सकता। दो के लिए तो Comparative Degree का प्रयोग होता है न!

अब वाक्यों को लें—

1. This is the most charming sight I have ever seen.
2. This is the most interesting book I have ever read.
3. Of all the sights I have seen this is the most charming.
4. Of all the books I have read this is the most interesting.

इन वाक्यों में दो से अधिक वस्तुओं की तुलना की गयी है; इसलिए Superlative Degree (most) का प्रयोग शुद्ध । यहाँ most के बदले very का प्रयोग इस प्रकार नहीं हो सकता—

1. This is a very charming sight I have ever seen.
2. This is a very interesting book I have ever read.

EXERCISE

Correct the following sentences—

(a) Which is the easiest to learn—English or French ? (b) Which is the easier to learn—English, French or German ? (c) Ram is the bravest of the two men. (d) He is wiser than all. (e) Which colour do you like more—red or blue or green ? (f) Which of the two do you like most—meat or fish ? (g) This is the youngest and most intelligent of my two children. (h) This is a very fine book I have ever read.

Hints—(a) is easier, (b) easiest, (c) braver, (d) the wisest of, (e) like the most, (f) like more, (g) younger and more intelligent, (h) This is the finest......

Rule II. The Signs of Superlative Degree

एक syllable के Adjective या Adverb में 'st' या 'est' लगाकर और एक से अधिक syllable के Adjective या Adverb में most या least लगाकर Superlative

Degree बनायी जाती है, पर 'st' और most (least) दोनों ही का एक साथ प्रयोग भद्दी भूल है। इन वाक्यों को लें—

1. He is the wisest man. 2. She is the most beautiful girl.

यहाँ wise का wisest हो गया है, और beautiful का most beautiful, क्योंकि पहला एक syllable का Adjective है और दूसरा एक से अधिक syllable का। अब इन वाक्यों पर विचार करें—

1. He is the *most wisest* man. 2. She is the *beautifullest* girl.

यहाँ पहले वाक्य में most और 'est' दोनों ही का प्रयोग कर दिया गया है, जो अशुद्ध है। wise एक syllable का Adjective है। इसलिए इसकी Superlative Degree केवल 'est' के द्वारा बनायी जा सकती है। दूसरे वाक्य में एक से अधिक syllable के Adjective 'beautiful' की Superlative Degree 'est' से बनायी गयी है, जो अशुद्ध है। यहाँ most का प्रयोग होना चाहिए। ऐसी गलतियों से अवश्य बचें।

EXERCISE

Correct the following sentences—

(a) He is the most strongest man. (b) This is the usefullest book. (c) This is the wholesomest food. (d) This is the most worst story. (e) George Herbert's 'Grace' is the most finest poem.

Hints—(a) the strongest; (b) the most useful; (c) the most wholesome; (d) the worst; (e) the finest.

Rule III (a). 'The' and Superlative Degree.

Superlative Degree के पहले the का प्रयोग अवश्य ही होना चाहिए; जैसे—

1. He is *the* best boy. 2. This is *the* most important question.

इसलिए ये वाक्य अशुद्ध हैं—

1. He is best boy. 2. This is most important question.

Note—यदि Superlative Degree के पहले कोई Possessive Adjective (my, our, your, her) या Possessive Case (Noun में 's लगा हुआ) आये, तो Superlative Degree के Adjective के पहले the का प्रयोग नहीं हो सकता; जैसे—

1. It is my best dress. 2. It is Ram's best pen.

(b). a+superlative degree/the very+superlative

कभी-कभी कुछ लोग a most का प्रयोग very के अर्थ में करते हैं। वैसी हालत में Adjective के पहले the का प्रयोग नहीं होता; जैसे—

It is a most interesting *story*.

ऐसे प्रयोग बहुत मिलते हैं, पर वे बातचीत की भाषा तक ही सीमित हैं। इसलिए most का प्रयोग very के अर्थ में न किया जाए, तो अच्छा हो। इस सम्बन्ध में

इस मत का ध्यान रखें—

The use of **most,** *in the sense of* **very,** *is condemned by some grammarians, but it is very frequently hard and may be accepted in colloquial English, though, it is better excluded from writing.*

—F. T. WOOD : CURRENT ENGLISH USAGE

इसलिए आप **a + superlative degree** के बदले **a very + positive degree** का प्रयोग करें या **the + superlative degree** का; जैसे—

1. **This is a very good book.**
2. **This is the best book.**

इस प्रकार न लिखें—

1. **This is a best book.** 2. **He is a worst boy.**

Note—कभी-कभी **superlative degree** के पहले **the very** का प्रयोग होता है, जो शुद्ध है। वैसे **the very + superlative degree** से यह बोध होता है कि कोई वस्तु या व्यक्ति वास्तव में सबसे अच्छा है; जैसे—

He is the very best boy of this school.

याद रहे कि ऐसे वाक्यों में **a very** का प्रयोग हो ही नहीं सकता।

(c)—*Like best and like most*

ये दोनों ही प्रयोग शुद्ध हैं। इसलिए ऐसे वाक्य आप लिख सकते हैं—

1. **Which of the books do you like best ?**
2. **Which of the books do you like most ?**

हाँ, ***like best*** और ***like most*** में, अर्थ की दृष्टि से, कुछ अन्तर अवश्य है। वाक्य में **like best** का प्रयोग तब होता है जब हम किसी व्यक्ति या वस्तु के खास गुणों से प्रभावित होते हैं, पर **like most** से साधारण पसन्द का भाव प्रकट होता है, इसके लिए कोई विशेष कारण की आवश्यकता नहीं होती। यही बात **like better** और **like more** के साथ भी लागू होती है; जैसे—

1. **Which of the two stories do you like better ?**
2. **Which of the two stories do you like more ?**

Rule IV. Much/Very and Superlative Degree

Superlative Degree के पहले **much/very/by far/far and away** का प्रयोग हो सकता है; जैसे—

1. **You are *much* the best man in this village.**
2. **He is the *very* best boy of his class.**
3. **This book is by *far the* best.**
4. **This book is *far and away* the best.**

Rule V. Of/In and Superlative Degree

Superlative Degree में **of** के द्वारा तुलना की जाती है, **than** के द्वारा नहीं;

जैसे—

1. He is the best *of* all. 2. She is the wisest *of* all.

यहाँ of के बदले than का प्रयोग अशुद्ध होता। इसलिए ये वाक्य अशुद्ध हैं—

1. He is the wisest than all. 2. You are the bravest than all.

Note—Superlative Degree में *of* के बदले *in* का प्रयोग होता है जब स्थान (place) का बोध होता है; जैसे—

1. Who is the tallest boy in India ?
2. Which is the highest mountain in the world ?

Rule VI. 'One of' and 'If not'

यदि वाक्य में *one of the* + superlative degree का adjective आए और उसके आगे *if not the* + superlative degree का adjective आए, तो one of the के बाद आने वाले Adjective के साथ एक Plural Noun का प्रयोग करना चाहिए और if not the के बाद आने वाले Adjective के साथ Singular Noun का; जैसे—

He is *one of* the richest *men*, if not the richest (*man*).

यहाँ one of the के बाद Plural Noun (men) का प्रयोग हुआ है और if not the के बाद Singular Noun का, जो शुद्ध है। यदि इस वाक्य को इस प्रकार कर दें—

He is one of the richest, if not the richest *men*.

तो यह अशुद्ध हो जाएगा, क्योंकि यहाँ one of the और if not the दोनों ही के लिए एक ही Plural Noun (men) का प्रयोग कर दिया गया है। एक-दो और उदाहरण लें—

1. He is *one of* the strongest *men*, if not the strongest (*man*).
2. He is *one of* the tallest, if not the tallest *men*.

यहाँ पहला वाक्य शुद्ध है क्योंकि यहाँ one of the के बाद Plural Noun आया है और if not the के बाद Singular; दूसरा वाक्य अशुद्ध है क्योंकि इन दोनों ही के लिए एक Plural Noun (men) का प्रयोग हुआ है। इस वाक्य की बनावट इस प्रकार की होनी चाहिए—

He is one of the tallest men, if not the tallest (*man*).

Note—ऐसे वाक्यों में if not the के बाद आने वाला Singular Noun छिपा हुआ रहता है, क्योंकि ऐसा करने से वाक्य सरल और सुन्दर मालूम पड़ता है।

EXERCISE

Correct the following sentences—

(a) Socrates was one of the wisest if not the wisest men. (b) Aristotle has been one of the most learned if not the most learned men (c) Mahatma Gandhi was one of the greatest if not the greatest thinkers. (d) Gautam Buddha was one of the greatest if not the greatest religious teachers. (e) This is one of the best if not the best book.

Hints—(a) one of the wisest men if not the wisest (man); (b) one of the most learned men if not the most learned (man); (c) one of the greatest thinkers if not the greatest (thinker); (d) one of the greatest religious teachers if not the greatest (religious teacher); (e) one of the best books if not the best (book).

Caution—लिखते समय आप Singular Noun का प्रयोग bracket में न करें; सिर्फ Superlative Degree को ही रखें।

Rule VII. Some confusing Comparatives and Superlatives

अब हम कुछ ऐसे Adjectives पर विचार करें जिनके प्रयोग में कुछ कठिनाई होती है—

(i) *ELDER* and *ELDEST*; *OLDER* and *OLDEST*.

Elder और eldest का प्रयोग एक ही परिवार के अधिक उम्र वाले लोगों के लिए होता है पर older का अन्य लोगों या वस्तुओं के लिए होता है। याद रखें कि elder के बाद than का प्रयोग नहीं किया जाता, पर older के बाद than आता है; जैसे—

1. My *elder* brother loves me much.
2. My *eldest* brother is the head of the family.
3. My friend is *older* than I.
4. This is the *oldest* tree here.

इन वाक्यों में elder के बदले older और older के बदले elder का प्रयोग अशुद्ध होता।

(ii) *FARTHER* and *FURTHER*—Farther का अर्थ होता है 'अधिक दूर' (more distant) पर further का 'अतिरिक्त' (additional, in addition); जैसे—

1. Chapra is *farther* from Patna than Sonepur.
2. Has he anything further to say ?
3. *Further* argument is not required.

यहाँ पहले वाक्य में farther का प्रयोग 'अधिक दूरी' के अर्थ में और दूसरे तथा तीसरे वाक्यों में further का प्रयोग 'अतिरिक्त' के अर्थ में हुआ है। इन नियमों का ध्यान रखें—

A rough distinction is this : **farther, farthest** *are applied to distance and nothing else*; **further, furthest**, *either to distance or to addition.*

—ERIC PATRIDGE

......*The most that should be said is perhaps that* **farther** *is not common except where distance is in question.* —FOWLER

(iii) *NEAREST* and *NEXT*—Nearest का अर्थ होता है 'सबसे नजदीक' और इससे 'दूरी' (distance) का बोध होता है, पर next का अर्थ होता है 'इसके बाद' और इससे क्रम (order, position) का बोध होता है; जैसे—

1. What is the *nearest* market from your home ?
2. He is my *nearest* relation.
3. What is your *nearest* Rly. station ?
4. I sat *next* to my friend.
5. I am going by the *next* train.
6. We are *next* door neighbours.
7. Who comes *next* ?

(iv) *LAST* and *LATEST*—Last 'first' का विपरीतार्थक है, पर latest 'earliest' का। इसलिए last से स्थान या क्रम (order) का बोध होता है, पर latest से समय (time) का; जैसे—

1. I am the *last* man to bear this insult.
2. What is the *latest* news about Egypt ?

EXERCISE

Correct the following sentences—

(a) This temple is elder than that. (b) He is my older brother. (c) You are the eldest man of this village. (d) Darbhanga is further from Patna than Chapra. (e) No farther discussion is allowed. (f) What is the latest day for fee-collection ? (g) I was the first man to support this resolution but you were the latest. (h) Farther evidence was not available.

Hints—(a) older, (b) elder, (c) oldest, (d) farther, (e) further, (f) last, (g) last, (h) further.

(v) *LATER* and *LATTER*—Later 'late' का Comparative Degree है, पर latter 'former' का विपरीतार्थक। इससे यह स्पष्ट है कि later से समय (time) का बोध होता है और latter से क्रम या स्थान (order) का; जैसे—

1. You came *later* than he.
2. Shakespeare and Milton are great Poets but I prefer the former to the *latter*.

यहाँ पहले वाक्य में latter और दूसरे में later का प्रयोग अनुचित होता।

(vi) *FORMER* and *LATTER*—जब वाक्य में केवल दो व्यक्तियों या वस्तुओं की चर्चा होती है, तो पहले के लिए former का प्रयोग होता है और दूसरे के लिए latter का; जैसे—

Keats and Shelley are romantic poets but the *former* is greater than the *latter*.

इस वाक्य में दो व्यक्तियों (Keats और Shelley) की चर्चा हुई है। इसलिए पहले के लिए former और दूसरे के लिए latter आया है। यदि यहाँ दो से अधिक (तीन-चार) व्यक्तियों की चर्चा हुई होती, तो former और latter का प्रयोग नहीं होता। वैसी अवस्था में former के बदले first का और latter के बदले last का प्रयोग होता। आप इस नियम का ध्यान रखें—

1. *The* **latter** *should not be used when more than a pair are in question*.... —FOWLER

2. *When the reference is to one of three or more individuals, the* **First** *not the* **Former**, *should be used*. —FOWLER

इस नियम के अनुसार यह वाक्य अशुद्ध है—

Wordsworth, Keats and Shelley are romantic poets, but the *former* is greater than the *latter*.

इस वाक्य में तीन व्यक्तियों का प्रसंग आ गया है। इसलिए यहाँ former के बदले first का

और latter के बदले last का प्रयोग होना चाहिए।

(vii) *FIRST* and *LAST*—जब वाक्य में दो से अधिक व्यक्तियों या वस्तुओं की चर्चा हो, तो पहले के लिए first का और अन्तिम के लिए last का प्रयोग होता है, former और latter का नहीं; जैसे—

Wordsworth, Keats and Shelley are romantic poets but the *first* is greater than the *last*.

यहाँ first के बदले former का और last के बदले latter का प्रयोग अनुचित होता, क्योंकि इस वाक्य में तीन व्यक्तियों की चर्चा हुई है, दो की नहीं। हाँ, यदि यहाँ दो ही व्यक्तियों की बात होती, तो former और latter का प्रयोग होता, first और last का नहीं। अब देखें इस वाक्य को—

There was a second triumvirate of Lepidus, Mark Antony and Octavius Caesar, the latter *the nephew of Julius Caesar.*

—H. G. WELLS

यहाँ latter के बदले last का प्रयोग होना चाहिए, क्योंकि वाक्य में तीन व्यक्तियों की चर्चा हुई है।

(viii) *FIRST* and *FOREMOST*—

First का अर्थ होता है 'पहला' और इससे क्रम (order; position) का बोध होता है। Foremost का अर्थ होता है 'सबसे अधिक महत्त्वपूर्ण' (most eminent/important) और इससे श्रेणी (rank) का बोध होता है; जैसे—

1. He was the *first* man to tell me.
2. Who got the *first* prize ?
3. Pt. Nehru was the *foremost* statesman of his time.

(ix) *FEWER*, *LESS* and *LESSER*

Fewer तथा Less का अर्थ होता है 'से कम'; पर इनमें कुछ अन्तर भी है। Fewer से संख्या (number) का बोध होता है और Less से मात्रा/परिमाण (quantity) का। Lesser में double comparative है, जो प्रयोग के अनुसार शुद्ध माना जाता है और इसका अर्थ होता है 'less important/less serious' (कम महत्त्वपूर्ण)।

इन वाक्यों को देखें—

1. *Fewer* persons are seen today.
2. *Fewer* trains are available now.
3. He has *less* time these days.
4. I have *less* money today.
5. Which is the *lesser* of the two evils ?
6. The *lesser* poets of the 17th century are now receiving attention.

Note—वाक्य में **definite numeral adjective + plural noun** रहने पर **fewer**

के बदले less का प्रयोग होता है; जैसे—

1. There are now two persons *less* for work.
2. I have to pay five rupees *less* now.

इन वाक्यों में fewer का प्रयोग अनुचित होता ।

EXERCISE

Fill in the blanks with a word given in brackets—

1. Who came—? [first, foremost]
2. Who is the—leader of your State ? [first, foremost]
3. ——cars are seen today. [fewer less]
4. This cow gives——milk now. [fewer, less]
5. ——opportunities are available now. [fewer, less]
6. He has to feed three——mouths now. [less, fewer]

EXERCISE

Correct the following sentences—

(a) The Gita, the Quoran and the Bible are great books but the former is older than the latter. (b) The Indian civilization and the Greek civilization are very old but the first is older than the last. (c) Ram, Shyam and Mohan are good painters but latter is a greater artist than the former. (d) Good English and Better English are very good books on Grammar but the last is not as good as the first. (e) He came latter than his father.

Hints—(a) first——last, (b) former——latter, (c) last——first, (d) latter ——former, (e) later.

REFRESHER COURSE I

Correct the following sentences—

1. These roses smell sweetly.
2. These kind of things are bad.
3. Which is the best of these two ?
4. Which is the least of these two evils ?
5. Is he stronger than any man living ?
6. Is he not the wisest of all other man ?
7. Keats is superior than Shelley.
8. He has the sweetest voice than any other singer.
9. The population of China is greater than any country.
10. This is the most unkindest remark.
11. Nothing can be more cheaper than this.
12. Is he the wisest of all other man ?
13. Is your scheme preferable than mine ?
14. Not less than one hundred men were killed.
15. It is most unique.
16. He is elder than his sister.
17. I made no farther demand.
18. The three first chapters of that book are good.
19. We were glad to see our mutual friend.
20. There is still little hope of his recovery.
21. I will not buy some fish.
22. I haven't done nothing.

23. He is smaller than either of his three cousins.
24. Is he the oldest of the two brothers ?
25. Knowledge is more preferable than power.
26. These sort of suit are still in fashion.
27. The two first pages are blank.
28. A deer is swifter than any animal.
29. He is more learned but not so responsible as his father.
30. You are as rich or even richer than I.
31. Neither roads are safe.
32. Which is the better of the three methods ?
33. This bundle is three time heavier than that.
34. He is better than any living man.
35. Of the three, meat, fish and milk, the latter is my favourite.

Hints—1. sweet; 2. things of this kind, 3. the better; 4. the lesser; 5. any other man; 6. all men; 7. superior to; 8. sweeter voice than that of any other singer; 9. than that of any other country; 10. the unkindest or the most unkind; 11. be cheaper than; 12. the wisest of all men or wiser than all other men; 13. to mine? 14. No fewer than; 15. is unique; 16. older than; 17. further; 18. the first three; 19. common friend; 20. a little; 21. any fish; 22. done anything; 23. the smallest of his three cousins, 24. older of; 25. to; 26. the suit of this sort is, or this sort of suit is; 27. The first two; 28. than any other; 29. learned than; 30. as rich as; 31. road is; 32. the best; 33. three times as heavy as that; 34. any other, 35. the last is.

REFRESHER COURSE II

Explain why the following sentences are correct or incorrect—

1. He has not brought some bread.
2. He spent a little money he had.
3. Will you give me few rice ?
4. Every of the two boys had a book.
5. Neither of the four pens will do.
6. This boy is the cleverer than the two.
7. He is a worst man.
8. Who is the greatest poet—Keats or Shelley ?
9. He is the better of the three brothers.
10. He is the dullest of all other boys.
11. Gold is the most precious of all other metals.
12. He has the shortest memory of any other boy.
13. The population of Gopalganj is greater than Chapra.
14. There was a hot blooded murder.
15. Knowledge is more preferable than power.
16. This is the best and powerful engine.
17. Bombay is one of the biggest if not the biggest cities in India.
18. That book is cheaper than better.
19. My friend is richer than me.
20. He is more senior to me by four years.

21. He is as rich or even richer than me.
22. I have finished a few books I had.
23. Who is the richest than the two ?
24. Could you lend me few books for few days ?

REFRESHER COURSE III

Match each group of words in A with the right group of words in B—

A	B
Neither	roads are safe.
Both	book is bad.
Which is best	meat or milk ?
Which is better	Hindi, Urdu or English ?
I will not buy	some fish.
I will buy	any fish.
This is preferable	than that.
This is better	to that.

REFRESHER COURSE IV

Fill in the blanks with an adjective given in brackets—

1. Our head should be———. [cool, cold]
2. Our heart should be———. [warm, hot]
3. I like her————nature. [womanish, womanly]
4. He is the———of the two. [better, best]
5. My father is———than I. [older, younger]
6. She is the wiser——the two. [of, than]
7. This is preferable——that. [than, to]
8. I had not———rest —today. [some, any]

■ ■ ■

ADVERBS

TEST YOURSELF

Q. I. *Correct or justify the following sentences—*

1. Do you smoke ? Yes I smoke.
2. My son's health is too good.
3. He was enough kind to help me.
4. This story is much interesting.
5. I am very interested in your talk.
6. This boy is much intelligent.
7. She doesn't sing and I, too, do not.
8. This shirt is not different from that.
9. I first saw you five years ago and remember you ever since.
10. Man is not as simple to-day as he was a hundred years before.
11. I request you to kindly grant me leave.
12. He only died yesterday.
13. I am quite alright.
14. I have passed the B. A. Examination last year.
15. It is nothing else than pride.
16. He seldom or ever tells lies.
17. He will come back just now.
18. He asked me to not go home.
19. He got success because he worked hardly.
20. He is complaining always.
21. Do you go to home evrey day ?
22. He was born in 1920 on Monday in the morning at 6 o'clock.
23. He will come here on next Sunday.
24. A pen is in her pocket.
25. A party is tomorrow morning.
26. It is not good repenting now.

Q. II. *Fill in the blanks with words given in brackets—*

1. I am——————glad to see you. [too, very]
2. This book is———————useful. [much, very]
3. ————————I am not ill. [no, yes]
4. It was five years ago———he died. [since, that]
5. She looks ugly because she is—tall. [rather, fairly]
6. He seldom——wears a costly dress. [or ever, or never]
7. It is nothing else———dishonesty. [but, than]
8. Tulsi Das was a———good poet. [quite, very]
9. He came here———————. [last week, in the last week]

■ ■ ■

CHAPTER IV

ADVERBS

हिन्दी में Adverb को क्रियाविशेषण कहते हैं, पर Adverb और क्रियाविशेषण में एक अन्तर है। हिन्दी में क्रियाविशेषण उन शब्दों को कहते हैं जो केवल क्रिया की विशेषता बतलाते हैं, पर अँगरेज़ी में Adverb उसे कहते हैं जो Verb के अतिरिक्त Adjective तथा अन्य Adverb की भी विशेषता बतलाता है। इस अन्तर का ध्यान रखकर हम यहाँ कुछ Adverbs के प्रयोग पर विचार करें।

Rule I (a). Too + Adjective/Adverb [excess]

Too का अर्थ होता है 'उतना जितना नहीं होना चाहिए' (more than enough). आप too का प्रयोग very के अर्थ में न करें। क्यों? इसलिए कि very का अर्थ होता है 'बहुत'। यदि आप अपने मित्र को देखकर कहें—I am too glad to see you.—तो इसका अर्थ होगा—'मैं आपको देखकर इतना अधिक प्रसन्न हूँ जितना नहीं होना चाहिए।' इसी प्रकार, यदि आप कह उठें—My son's health is too good—तो इसका अर्थ होगा—'मेरे पुत्र का स्वास्थ्य इतना अच्छा है जितना नहीं होना चाहिए।' आप जानते हैं कि कोई भी व्यक्ति अपने मित्र या पुत्र के विषय में ऐसा सोच भी नहीं सकता। वास्तव में, इन वाक्यों में मित्र और पिता को too तथा very के प्रयोग का ज्ञान ही नहीं। यहाँ उन्होंने अज्ञानवश ही very के बदले too का प्रयोग कर अर्थ का अनर्थ कर दिया है। इसलिए यह न भूलें कि too से दोष का बोध होता है, गुण का नहीं, क्योंकि too से अतिशयता (excess) का भाव व्यक्त होता है। इसलिए इन वाक्यों में verb का प्रयोग होना चाहिए, too का नहीं—

1. God is *too* merciful to me.
2. This house is *too* strong.
3. This flower is *too* beautiful.
4. I write *too* correctly.

अब, इन वाक्यों को देखें जिनमें too का प्रयोग शुद्ध है—

1. You are *too* weak in English.
2. It is *too* hot to go out.
3. it is *too* cold to-day.
4. The price of iron is *too* high.
5. It is *too* much for me.
6. The house is *too* small for me.

(b). Too + Infinitive [cause]

कुछ वाक्यों में too के बाद infinitive आता है [too + infinitive] और कार्य नहीं होने का कारण (cause) बताता है। इन वाक्यों को देखें—

1. She is too poor to buy a car.

2. He is too weak to run fast.
3. He is too small to touch the ceiling.

इस अर्थ का ध्यान रखें और ऐसे-ऐसे अर्थहीन वाक्य न गढ़ें—

1. He is too rich to buy a new suit.
2. He is too strong to lift this box.

(c). Too/Neither/Not either/So+Auxiliary

Too का अर्थ 'भी' (also, in addition to) भी होता है। इस अर्थ में इसका प्रयोग Affirmative sentence में होता है और Negative sentence में *too* के वदले *neither* या *not....either* का प्रयोग इस प्रकार होता है—

1. He lost his book and purse, too. [too=भी]
2. He does not sing and I do not sing either. [either=भी]
3. He does not sing and neither do I. [neither=भी]

Note (a)—जब दो Affirmative sentences में एक ही प्रकार का कार्य होता है और वे एक साथ and के द्वारा जोड़े जाते हैं, तो वाक्य में too के वदले *so+auxiliary verb* का प्रयोग होता है और उसका अर्थ 'भी' होता है—

1. Ram sings well Shyam sings well.
   =Ram sings well and *so does* Shyam.
2. Abdul lost his purse. Karim lost his purse.
   =Abdul lost his purse and *so did* Karim.
3. Sita is ill. Radha is ill.
   =Sita is ill and *so is* Radha.

Note (b)—कभी-कभी Noun/Pron./Verb के पहले even का प्रयोग होता है और उसका अर्थ 'भी' होता है। ऐसे वाक्यों से यह बोध होता है कि जो कार्य हुआ है या होने वाला है वह आशा के विपरीत है; जैसे—

1. Even his father cheated him.
2. He didn't even speak.
3. She can't take even water.
4. She can't even stand.

EXERCISE

Correct the following sentences—

(a) I am too glad to meet you. (b) My son's health is too good. (c) This book is too good. (d) The weather is too fine (e) God is too kind to me. (f) Peace is too good for mankind. (g) It is very hot to play football, (h) He didn't help and I, too, did not. (i) He is too rich to buy a bus.

Hints—(a) to (f) use 'very' instead of 'too'; (g) too hot; (h) He didn't help and neither did I; (i) too poor.

Rule II. Adjective/Adverb+Enough [proper limit/cause]

यह Adverb of Quantity है। इससे परिणाम या मात्रा का बोध होता है और इसका अर्थ होता है—पूर्ण या उचित मात्रा में (proper limit or degree)। इसके प्रयोग

के सम्बन्ध में एक और वात याद रखने योग्य है। आप देखेंगे कि यह जिस adj./adv. का गुण वतलाता है उसके वाद आता है और कार्य होने का कारण (cause) वताता है—*adj./adv.+enough*; जैसे—

1. He was *kind enough* to help me.
2. The weather is *fair enough* for me.

इन दोनों ही वाक्यों में enough का प्रयोग Adjective (kind/fair) के वाद हुआ है। आप इस प्रकार नहीं लिख सकते—

1. He was *enough kind* to help me.
2. The weather is *enough fair* for me.

इन वाक्यों में enough का प्रयोग adjective के पहले हुआ है, जो अशुद्ध है।

Note—याद रखें कि जब enough का प्रयोग Adjective की तरह होता है, तव यह Noun का गुण वतलाता है और इसलिए Noun के पहले आता है और वाद में भी; जैसे—

enough loaves; loaves enough.

जब enough का प्रयोग Adverb की तरह होता है, तब यह सदा Adjective तथा Adverb के वाद आता है, पहले कभी नहीं; जैसे—

good enough, cold enough, bold enough, fast enough.

EXERCISE

1. *Correct the following sentences*—

(a) He runs enough fast to win this race. (b) He is enough intelligent to do this work. (c) He has acted enough boldly to deserve praise. (d) He is enough rich to spend so much. (e) He was enough good to help me. (f) He is dull enough to understand me.

Hints—(a) fast enough; (b) intelligent enough; (c) boldly enough; (d) rich enough; (e) good enough; (f) wise enough.

2. *Re-make the following sentences, using 'too'*—

1. It's very hot we can't go out.
2. That book is very difficult I can't read that.
3. It's very dark we can't see anything.

3. *Re-make the following sentences, using 'enough+infinitive'*—

1. He is very clever he understands well.
2. She has enough money she can pay for this book.
3. You are tall you can reach this picture.

Rule III. Little and A little

जब little या a little का प्रयोग Adverb के समान होता है, तो, Adjective की ही भाँति, little का अर्थ होता है 'कुछ भी नहीं' और a little का 'कुछ' या 'थोड़ा'। इस अर्थ

का ध्यान रखकर ही इनका प्रयोग करना चाहिए, नहीं तो अर्थ का अनर्थ हो सकता है; जैसे—

Ram failed, and so he was *little* sorry.

'Little sorry' का अर्थ यह है कि राम को कुछ दुःख हुआ ही नहीं। क्या ऐसा हो सकता है ? जब राम ने फेल किया तो क्या उसे कुछ भी दुःख नहीं हुआ ? वास्तव में कहने का तात्पर्य यह था कि राम को 'थोड़ा दुःख' हुआ। इसलिए यहाँ little sorry के बदले a little sorry का प्रयोग होना चाहिए। एक और वाक्य लें—

When Ram was banished, Dashrath was *little* unhappy.

'Little unhappy' से यह मालूम होता है कि दशरथ को कुछ भी दुःख नहीं हुआ, जो वास्तव में ठीक नहीं। अतः यहाँ a little या very का प्रयोग होना चाहिए।

Note—The little का प्रयोग Adverb की भाँति नहीं होता। इसलिए आप ऐसे वाक्य न लिखें—

1. He was *the little* sorry. 2. You are *the little* ashamed.

EXERCISE

Correct the following sentences—

(a) When the dearest son died, the father was little sorry. (b) When a tiger appeared suddenly, we were little surprised. (c) When the traveller lost his way and wandered for days and nights, he felt little tired. (d) When he felt little hungry and thirsty, he cried for help.

Hints—(a) a little sorry; (b) a little surprised; (c) a little tired; (d) a little hungry.

Rule IV. Much and Very

(a)—Much का प्रयोग Adjectives और Adverbs के पहले होता है, जब वे Comparative Degree में रहते हैं। इससे यह स्पष्ट है कि much का प्रयोग Positive Degree में नहीं हो सकता। Positive Degree के Adjectives तथा Adverbs के साथ very का प्रयोग होता है, much का नहीं; जैसे—

1. Ram is *much* better than Shyam.
2. You are *much* more intelligent than Mohan.
3. Ram is *very* good.
4. You are *very* intelligent.

यहाँ पहले दो वाक्यों में much का प्रयोग हुआ है, क्योंकि Adjectives (better/more intelligent) Comparative Degree में हैं। तीसरे और चौथे वाक्यों में very का प्रयोग हुआ है, क्योंकि Adjectives (good/intelligent) Positive Degree में हैं। इसलिए much का प्रयोग Positive Degree के Adjectives/Adverbs के साथ और very का Comparative में कभी भी नहीं करें। इन वाक्यों में इस नियम का उल्लंघन किया गया है—

1. Ram is *much* intelligent. 2. You are *much* laborious.

3. She is *much* beautiful.
4. He is *very* worse than you.
5. You are *very* stronger than Mohan.
6. He explained the poem *much* clearly.

यहाँ very के बदले much और much के बदले very का प्रयोग होना आवश्यक है।

Note—जब Much का प्रयोग Comparative Degree के पहले हो, तो very का प्रयोग much के पहले (very much) हो सकता है; जैसे—

1. He is *very much* stronger than I.
2. You are *very much* better than he.

तो इस प्रकार, very stronger अशुद्ध है; पर very much stronger शुद्ध।

(b)—Much और Very का प्रयोग Superlative Degree के पहले होता है, पर दोनों में यह अन्तर है कि much का प्रयोग the के पहले होता है, पर very का the के बाद; जैसे—

1. Ram is *much* the best boy in the village.
2. Ram is *the very* best boy in the village.

अतः ये वाक्य अशुद्ध हैं—

1. You are *the much* strongest man.
2. He is *very the* strongest man.

(c)—Much और Very में एक और अन्तर यह है कि 'much' Verb तथा Past Participle का गुण बतलाता है, पर 'very' Present Participle का; जैसे—

1. She talks *much* but does nothing.
2. She was *much* surprised.
3. Her talk was *very* interesting.
4. This news is *very* distressing.
5. I am *much* obliged to you.
6. This situation is *very* perplexing.

आप much और very का उलटा प्रयोग नहीं करें, अर्थात Present Participles के साथ much का और Past Participles के साथ very का। इसलिए ये वाक्य अशुद्ध हैं—

1. It is *much* interesting.
2. It is *much* distressing.
3. I am *very* surprised.
4. You are *very* ashamed.

Note (a)—कुछ phrases ऐसे हैं जिनमें Past Participle रहने पर भी much के बदले very का प्रयोग होता है; जैसे—

very pleased, *very* tired, *very* dejected, *very* contented. ये प्रयोग की दृष्टि से शुद्ध हैं, पर इनके आधार पर नये phrases गढ़े नहीं जा सकते।

Note (b)—Affirmative sentences में verb के साथ very much का प्रयोग होता है, पर Negative में केवल much आता है, very much का नहीं; जैसे—

I like him very much.

पर very much का प्रयोग इस प्रकार नहीं हो सकता—I don't like him very much.

EXERCISE

Correct the following sentences—

(a) This question is much difficult but that is much easy. (b) You are much ugly but she is much lovely. (c) He is the much best boy of his class. (d) He was beaten much severely. (e) It is much amusing. (f) He was very ashamed of his conduct. (g) You are very the best boy. (h) I am very interested in your story.

Hints—(a) very difficult......very easy; (b) very ugly......very lovely; (c) the very best or much the best; (d) very; (e) very; (f) much; (g) the very best or much the best; (h) much interested.

Rule V. Very much, Too much, Much too and Only too

Very much का अर्थ है 'पूर्ण रूप से' पर too much और much too से 'इतना अधिक जितना नहीं होना चाहिए' का बोध होता है। Only too से 'बहुत' (very) का बोध होता है, too का नहीं; जैसे—

1. I am *very much* obliged to my friend.
2. I am *very much* sorry for this boy.
3. It gives me *too much* pain.
4. It is *much too* painful.
5. I shall be *only too* glad to see you
   =I shall be *very* glad to see you.

इस प्रकार आप देखते हैं कि only too का अर्थ too से भिन्न होता है।

एक और बात भी ध्यान देने योग्य है। आप देखेंगे कि too much के बाद Noun आता है, पर much too के बाद Adjective या Participle. इन वाक्यों को देखें—

1. He gave me *much too* pain. 2. It is *too* much painful.

यहाँ पहले वाक्य में too much का और दूसरे में much too का प्रयोग होना चाहिए।

Rule VI. Presently, Shortly and Directly

Presently के दो अर्थ होते हैं—1. शीघ्र (soon). 2. अभी (at present)। Shortly तथा directly का अर्थ होता है 'शीघ्र ही' (soon without delay)। याद रखें 'shortly' का अर्थ in short (संक्षेप में) और 'directly' का अर्थ straight (सीधे, शीघ्र) नहीं होता।

'सीधे' (straight) के अर्थ में direct का प्रयोग होता है; जैसे—

1. He will go presently/shortly (शीघ्र).
2. He is presently a teacher (अभी).

Rule VII. Presently and Just now

शीघ्र (soon) के अर्थ में presently का प्रयोग future action के लिए होता है, पर just now का past action के लिए; जैसे—

1. He *has come* just now. 2. I *shall go* presently.

इसलिए ये वाक्य अशुद्ध हैं—

1. I *shall go* just now. 2. He *has come* presently.

Rule VIII. Hard and Hardly

1. He works *hard*. 2. He *hardly* works.

पहले वाक्य का अर्थ है 'वह कड़ी मेहनत करता है' पर दूसरे का अर्थ है 'वह काम प्रायः नहीं करता'।

Hardly का अर्थ होता है scarcely. इसलिए hard और hardly का प्रयोग उपर्युक्त अर्थ में होना चाहिए; इस प्रकार नहीं—

He always gets success since he hardly works.

Rule IX. Late and Lately/Recently

Late का अर्थ होता है 'देर से' और Lately/Recently का 'हाल ही में; जैसे—

1. He came *late*. 2. He has come *lately*.

पहले वाक्य का अर्थ है 'वह देर से आया' पर दूसरे का 'वह हाल ही में (recently) आया है'। याद रखें कि Lately के साथ सदा Present Perfect Tense का प्रयोग होता है पर Recently के साथ Present Perfect या केवल Past Indef. Tense का।

EXERCISE

Correct the following sentences—

(a) I give him much too freedom. (b) He is too much free. (c) What are you ? Presently I am a student. (d) I shall go just now. (e) He has gone presently. (f) He wants to stand first in the University examination and so he labours hardly. (g) As the boy come lately, he was fined.

Hints—(a) too much; (b) much too; (c) at present; (d) presently; (e) just now; (f) labours hard; (g) came late.

Rule X. Since/Ever since

जब Since से समय (time) का बोध होता है, तब इसका प्रयोग Preposition, Conjunction और Adverb तीनों ही प्रकार से होता है। इन तीनों प्रकार के प्रयोग में थोड़ा-थोड़ा अन्तर है। यहाँ हम since के केवल adverbial प्रयोग पर विचार करें।

Adverb की भाँति प्रयुक्त होने पर since का अर्थ होता है 'तब से' (from then) और इसलिए इससे समय का बोध होता है। Since के प्रयोग के सम्बन्ध में इन नियमों का ध्यान रखें—

(i) Since के साथ Present Perfect Tense का प्रयोग होता है, पर Indirect Narration में Past Perfect का।

(ii) Since का स्थान वाक्य के अन्त में रहता है। कभी-कभी इसके पहले ever/ever since का प्रयोग होता है; जैसे—

I first saw him five years ago and *have remembered him ever* since.

Rule XI. Else......but

वाक्य में else के साथ *but* (else but) का प्रयोग होना चाहिए; *than* (else than) का नहीं; जैसे—

It is nothing *else but* pride.

यहाँ but के बदले than का प्रयोग अनुचित होता।

Rule XII. Seldom or never/seldom if ever

वाक्य में seldom के बाद *or never* या *if ever* का प्रयोग होना चाहिए; जैसे—

1. He seldom *or never* tells lies.
2. He seldom *if ever* helps the poor.

ऐसे वाक्यों में seldom के बाद or ever (seldom or ever) का प्रयोग इस प्रकार नहीं होता—

He seldom or ever tells lies.

EXERCISE

Frame five sentences like the following—

1. It is nothing else but show of wealth.
2. This ornament is seldom or never used now.

Rule XIII. Ago and That

यदि ago के बाद कोई Clause आए तो उसे that से शुरू करना चाहिए, since से नहीं (....ago + that clause); जैसे—

It was twenty years *ago that* he died.

यहाँ that के बदले since का प्रयोग अशुद्ध होता। इसलिए यह वाक्य अशुद्ध है—

It was twenty years *ago since* he died.

इस नियम को न भूलें—

If **ago** *is used, and the event to be dated is given by a clause it must be by one beginning with* **that,** *and not* **since.** —FOWLER

EXERCISE

Correct the following sentences—

(a) It was barely 50 years ago since it was introduced. (b) It was only twenty-five years ago since he left this job.

Hints—Use 'ago that' in both the sentences.

Rule XIV. Before and Ago

इन दोनों का अर्थ 'पहले' होता है। इनमें अन्तर यह है कि before का प्रयोग Past और Future दोनों ही Tenses में होता है, पर ago का केवल Past Tense में।

इनमें दूसरा अन्तर यह है कि Period of Time का बोध कराने के लिए ago का प्रयोग होता है, पर Point of Time के लिए before का; जैसे—

The purdah system was common some twenty years *ago*.

इस वाक्य में ago के बदले before का प्रयोग अशुद्ध होता, क्योंकि twenty years से Period of Time का बोध होता है, Point of Time का नहीं।

EXERCISE

Correct the following sentences—

(a) Man is not as simple to-day as he was a hundred years before. (b) Aeroplanes are common now but half a century before they were rarely seen. (c) Reviews and newspapers are not as impartial and informative as they were ten years before. (d) Some days before I called on my friend.

Hints—Use 'ago' instead of 'before'.

Rule XV. Present Perfect and Adverb

यदि वाक्य में Present Perfect Tense का प्रयोग हो, तो किसी ऐसे Adverb या Adverbial Phrase का प्रयोग नहीं होना चाहिए जिससे Past Tense का बोध हो; जैसे—

1. I *have* passed the examination *last year*.
2. He *has* died *yesterday*.
3. You *have* come back *last evening*.

last year/yesterday/last evening से Past Tense का बोध होता है न! इसलिए यहाँ Present Perfect Tense के बदले Past Indefinite Tense का प्रयोग होना चाहिए। इससे यह स्पष्ट है कि यदि वाक्य में किसी ऐसे Adverb/Adverbial Phrase का प्रयोग किया जाए जिससे Past Tense का बोध हो, तो वाक्य में Past Indefinite Tense का प्रयोग करना चाहिए, Present Perfect का नहीं।

EXERCISE

Correct the following sentences—

(a) He has come here the other day. (b) I have joined this college only last year. (c) You have said so last evening.

Hints—(a) He came........; (b) I joined........; (c) You said..........

Rule XVI. Yes and No

इनके प्रयोग में कभी-कभी भद्दी भूल हो जाती है, पर यदि आप इस नियम को समझ लें, तो गलती होने का डर कभी भी नहीं रह सकता। आप Affirmative sentence के साथ Yes का प्रयोग करें, और Negative sentence के साथ No का; जैसे—

Are you well? 1. *Yes*, I *am*. 2. *No*, I *am not*.

आप इस प्रकार के उत्तर न दें—

1. Yes, I am not. 2. No, I am.

एक बात और। Yes और No के बाद केवल Auxiliary (सहायक क्रिया) का प्रयोग करें, वाक्य के Principal Verb तथा अन्य शब्दों का नहीं; जैसे—

Does he know you? Yes, he *does*.

यहाँ 'Yes, he knows me' का प्रयोग अशुद्ध होता। एक-दो और वाक्य लें—

1. Can you help me? Yes, I can. No, I can't.
2. Will you go today? Yes, I will. No, I won't.

इन वाक्यों में भी केवल auxiliaries का प्रयोग किया गया है, जो शुद्ध हैं। आप इस प्रकार न लिखें—

1. Do you smoke? Yes, I smoke. No, I don't smoke.
2. Have you seen a sea? Yes, I have seen a sea.

Note—अपने कथन पर अधिक जोर डालने या विनम्रता प्रकट करने के लिए Yes/No के पहले Oh इस प्रकार आता है—

1. Could you give me some money? Oh, no, I can't.
2. Could you lend me your pen? Oh, yes, I can.

EXERCISE

Correct the following sentences—

(a) Have you finished your work? No, I have finished. (b) Is it not a good rule? Yes, it is not a good rule. (c) Yes, I have seen. (d) No, I can't do.

Hints—(a) Yes; (b) No; (c) Yes, I have; (d) No, I can't.

Rule XVII. Position of Adverbs

(a). The Split Infinitive

किसी Adverb को 'to' और Verb के बीच में रख देना गलत समझा जाता है; जैसे—

I request you to kindly grant me leave.

इस वाक्य में Infinitive 'to grant' को अलग कर दिया गया है और इन दोनों के बीच (to और grant के बीच) Adverb (kindly) को रख दिया गया है। व्याकरण में इसे Split Infinitive कहते हैं; क्योंकि Split का अर्थ होता है काटना। नियम यह है कि आप Adverb को Infinitive के पहले या बाद, अर्थ के अनुसार रखें, Infinitive को अलग कर उसके बीच में नहीं। इसलिए नियमानुसार यह वाक्य अशुद्ध है—

I advised him to carefully read.

यहाँ Infinitive 'to read' के बीच में Adverb (carefully) को रख दिया गया है। व्याकरण के नियमानुसार Adverb का स्थान यहाँ Verb (read) के बाद होना

चाहिए—

I advised him *to read carefully*.

Note (a)—आजकल अच्छे-अच्छे जानकार भी Split Infinitive के दोष से बच नहीं पाते। इसलिए एक आचार्य ने कहा है—

The split infinitive is an ugly thing....but it is one among several hundred ugly things......Even that mysterious quality, 'distinction' of style, may in modest measure be attained by splitter of infinitives.

—FOWLER, KING'S ENGLISH

And again,

We admit that separation of to *from its infinitive....is not in itself desirable....We will split infinitives sooner than be ambiguous or artificial; more than that, we will freely admit that sufficient recasting will get rid of any split infinitive.* —FOWLER : MODERN ENGLISH USAGE

फाउलर साहब ने इस बात पर जोर दिया है कि जहाँ तक सम्भव हो, हम अपने वाक्य की बनावट इस प्रकार करें कि अर्थ भी स्पष्ट रहे और Split Infinitive का दोष भी न आए।

सिर्फ Split Infinitive के दोष से बचने के लिए वाक्य के अर्थ को नष्ट नहीं करें। कहने का तात्पर्य यह है कि फाउलर साहब की दृष्टि में यह कोई बहुत बड़ी गलती नहीं है। एक आचार्य ने तो स्पष्ट रूप से अपना मत इस प्रकार रखा है—

Split Infinitive with a single adverb may be allowed.

—G. H. VALLINS : BETTER ENGLISH

इस सम्बन्ध में आप अमेरिका के एक प्रसिद्ध व्याकरणाचार्य का मत सुनें। उन्होंने यह वाक्य लिखा है—

If you expect to eventually succeed, you must keep trying.

और इस पर अपना विचार इस प्रकार प्रकट किया है—

We have here an example of that notorious bugbear of academic grammar, 'the split infinitive'......I an happy to be able to report to you that it is not only legal, it is also ethical, moral......Benjamin Franklin, Washington Irving, Nathaniel Hawthorn, Theodore Roosevelt and Woodrow Wilson among many others, were unconscionable infinitive splitters. And modern writers are equally partial to the construction.

—NORMAN LEWIS : WORD POWER

वास्तव में, Split Infinitive का प्रचार और प्रयोग इतना अधिक हो गया है कि अब यह बड़ा दोष नहीं माना जाता। इसलिए Infinitive को split कर इसके बीच में एक-आध Adverb का प्रयोग धड़ल्ले से हो रहा है। हाँ, Infinitive को Split करके इसके बीच बहुत-से Adverbs की एक चेन बनाना आजकल भी दोष माना जाता है, क्योंकि इससे

वाक्य भद्दा हो जाता है; जैसे—

I have asked him to *thoroughly, patiently, sincerely* and *carefully* read his books.

यहाँ Infinitive (to read) को split करके to और read के बीच चार Adverbs का प्रयोग कर दिया गया है, जो काफी भद्दा लगता है। इससे अच्छा होता यदि इन चारों Adverbs को books के बाद रखा जाता। अब इस वाक्य को देखें—

I request you *to kindly grant me* casual leave.

यहाँ Infinitive (*to grant*) को split करके to और grant के बीच एक Adverb (kindly) को रखा गया है। यह वाक्य भद्दा नहीं मालूम पड़ता। यों तो Nesfield तथा अन्य पुराने आचार्यों के मतानुसार यह वाक्य अशुद्ध समझा जाएगा, क्योंकि इसमें Split Infinitive का दोष आ गया है, पर Fowler, Vallins तथा Norman Lewis आदि आचार्यों के अनुसार यह कोई बहुत बड़ा दोष नहीं है।

इस सम्बन्ध में मेरा विचार है कि Infinitive को split करके to और verb के बीच में एक से अधिक Adverb का प्रयोग न करें, क्योंकि इससे वाक्य भद्दा हो जाता है। इसलिए किसी भी व्याकरणाचार्य ने, यहाँ तक कि Norman Lewis ने भी, ऐसे प्रयोग को अच्छा नहीं माना है। आप प्रयत्न तो यह करें कि to और verb के बीच में एक भी Adverb का प्रयोग न हो। यही सर्वोत्तम है, पर यदि आप एक Adverb का प्रयोग कर ही दें, तो लोगों को चाहिए कि आधुनिक प्रयोगानुसार, इस दोष को उदारतापूर्वक क्षमा कर दें और लेखक/परीक्षार्थी को इसके लिए दण्ड न दें।

Note (b)—Infinitive को काटकर to और verb के बीच में Adverb 'not' का प्रयोग भयंकर भूल है, क्योंकि not का स्थान सदा Infinitive के पहले रहता है। इन वाक्यों को लें—

1. He asked me *not to* go there.
2. He asked me *to not* go there.

यहाँ पहले वाक्य में 'not' का प्रयोग Infinitive 'to go' के पहले है, जो शुद्ध है, पर दूसरे वाक्य में Infinitive 'to go' को अलग (split) कर दिया गया है और to तथा go के बीच में 'not' को रख दिया गया है। यह भी एक प्रकार का Split Infinitive ही है, क्योंकि 'not' भी Adverb ही है। ऐसा Split Infinitive प्रयोग में नहीं है। कोई भी लेखक या व्याकरणाचार्य इसे शुद्ध नहीं कह सकता और न कहता ही है।

EXERCISE

Correct the following sentences—

(a) He explained clearly the poem. (b) I do cheerfully my duties. (c) Describe briefly your class room. (d) Express boldly your views. (e) He was enough pleased to help me. (f) I love my country enough dearly. (g) He looks never sad. (h) He comes late always. (i) He was told to not laugh. (j) I advised him to not make a noise.

Hints—(a) He clearly explained.........poem or, he explained the poem clearly; (b) I cheerfully do my duties or, I do my duties cheerfully; (c) Briefly describe or,

............room briefly; (d) Boldly express or, ...views boldly; (e) Pleased enough; (f) dearly enough; (g) never looks, (h) always comes; (i) not to laugh; (j) not to make............

(b). Even, Only, Almost and At least

वाक्य में ऐसे Adverbs के स्थान का ध्यान रखना आवश्यक है। क्यों? इसलिए कि इनके स्थान (position) का बहुत ही गहरा प्रभाव वाक्य के अर्थ पर पड़ता है—

1. *Even ten per cent* of the students were not able to pass.
2. Ten per cent of the students were not able *even to pass*.

यहाँ पहले वाक्य में even का स्थान ten per cent के पहले है। इसलिए इस वाक्य का अर्थ है—१० प्रतिशत भी लड़के पास नहीं कर सके। दूसरे वाक्य में even का स्थान pass के पहले है और इसलिए इस वाक्य का अर्थ है—१० प्रतिशत लड़के पास भी नहीं कर सके। तो इस प्रकार, even के स्थान को बदल देने से इन वाक्यों के अर्थ में काफी अन्तर पड़ गया है। इसलिए उचित अर्थ प्रकट करने के लिए इसे उचित स्थान पर रखें। एक-दो और उदाहरण लें—

1. *Only* Sheela sang. 2. Sheela *only* sang.

यहाँ पहले वाक्य का अर्थ है—सिर्फ शीला ने गाया, अर्थात् और किसी ने नहीं गाया। दूसरे वाक्य का अर्थ है—शीला ने सिर्फ गाया, अर्थात् उसने कोई और काम नहीं किया। तो, यह स्पष्ट है कि इन वाक्यों के अर्थ में जो अन्तर है वह only के स्थान पर निर्भर है। इसलिए वाक्य के अर्थ को स्पष्ट रूप से दूसरे लोगों तक पहुँचाने के लिए इन Adverbs को सावधानी से वाक्य में रखना चाहिए। यदि आप इन्हें यों ही कहीं भी रख देंगे, तो आपके कहने का अभिप्राय दूसरों को मालूम नहीं हो सकेगा। जब इनका प्रयोग वाक्य में हो, तो आप उस वाक्य का अर्थ लगाएँ और अभिप्राय के अनुरूप इन Adverbs को उचित स्थान पर रखें; जैसे—

He *only died* yesterday.

इसका अर्थ है—"कल वह सिर्फ मर गया।" आप जानते हैं कि 'सिर्फ मरना' का कोई अर्थ ही नहीं हो सकता। वास्तव में, लिखने का अभिप्राय यह है "वह कल ही (सिर्फ कल) तो मरा।" इसलिए यहाँ only का स्थान yesterday के पहले होना चाहिए—

He died *only* yesterday.

EXERCISE

Correct the following sentences—

(a) You can only pass when you labour hard. (b) We can only come to a reasonable conclusion if we study the problem carefully. (c) One can almost get everything in the black market. (d) You at least should write to me twice a month. (e) He at least should have heard my prayer. (f) He only died last Monday. (g) These examinations can only be passed with great difficulty. (h) He only sent me five shillings.

Hints—(a) only when; (b) only if; (c) almost everything; (d) at least twice;

(e) at least heard; (f) only last Monday; (g) only with great difficulty; (h) only five shillings or five shillings only.

(c). Adjective/Adv /Phrase/Clause and Adverb

Adverb का स्थान Adjective/Adverb/Phrase/Clause के ठीक पहले रहता है; जैसे—

1. I am *partly responsible* for this. [Adv.+Adj.]
2. He is working *very patiently*. [Adv.+Adv.]
3. He sat just behind me. [Adv.+Phrase]
4. I shall go only when he comes. [Adv.+Clause]

इसलिए ये वाक्य अशुद्ध हैं—

1. He sat behind me exactly. 2. I am responsible partly.

(d). Auxiliary and Principal Verb and Adverb

Adverb का प्रयोग Auxiliary Verb (सहायक क्रिया) और Principal Verb (प्रधान क्रिया) के बीच में होता है; जैसे—

1. I have never seen it. 2. He is patiently doing it.

Caution—Not का प्रयोग Adjective और Infinitive के पहले होता है पर Auxiliary तथा Principal Verb के बीच में; जैसे—

1. This is *not* bad. 2. He was asked *not* to smoke.
3. He has *not* seen me yet. 4. He will *not* come.

Interrogative sentences में not का प्रयोग Auxiliary Verb और Subject के बीच में होता है। जैसे—

1. Didn't he come ?
2. Can't you help ?

(e). Adverbs of Time/Place/Manner

साधारणतः Adverbs of Time/Place/Manner (Quality) verb के बाद आते हैं, पर object रहने पर object के बाद; जैसे—

1. He came here. 2. I looked for him everywhere.
3. He is writing now. 4. He came here last year.
5. He walks quickly. 6. He speaks well.
7. He acted foolishly. 8. He did the act badly.

साधारणतः Adverb of Frequency का प्रयोग Auxiliary Verb के बाद होता है,

पर अन्य verb से पहले; जैसे—

1. He is always late.
2. She is never late.
3. He can never do it.
4. They have hardly begun.
5. She always speaks the truth
6. I seldom find time for this.

इसलिए ऐसे-ऐसे वाक्य न लिखें—

1. He smiles never.
2. He laughs always.
3. He tells always a lie.
4. She badly plays tennis.

एक बात और। Adverbs of Degree का प्रयोग Adjective/Adverb/Verb के पहले होता है। पर enough का प्रयोग सदा Adjective/Adverb के बाद होता है; जैसे—

1. He is very kind.
2. He was kind enough to help me.
3. It is too hot.
4. I am just going.
5. It is big enough.
6. He can't walk quickly enough.

Caution—Adverb का प्रयोग करते समय सावधानी से देखना चाहिए कि यह किस शब्द का गुण बतलाता है। अर्थ का ध्यान रखकर ही Adverb का प्रयोग करना चाहिए। इन वाक्यों को लें—

1. Tell me clearly what you saw.
2. Tell me what you saw clearly.

यहाँ पहले वाक्य के अर्थ और दूसरे वाक्यों के अर्थ में बहुत अंतर है। इस अंतर का कारण है clearly का स्थान। पहले वाक्य से 'साफ-साफ कहने' का बोध होता है, पर दूसरे से 'साफ-साफ देखने का। तो, Adverb को वाक्य में यों ही रख देना कितना खतरनाक हो सकता है!

Caution—Adverb of Manner, Place and Time—कुछ वाक्यों में कई प्रकार के Adverbs का प्रयोग एक साथ ही हो सकता है। वैसे वाक्यों में पहले Adverb of Manner आता है, उसके बाद Adverb of Place और अंत में Adverb of Time, जैसा कि एक महान आचार्य का मत है—

....the normal position of adverbs is at the end of a sentence in the order Manner, Place and Time. W. S. ALLEN

इन वाक्यों को लें—

1. He will go to Bombay today.
2. She will come here within a few hours.

इन्हें इस प्रकार न लिखें—

1. He will go today to Bombay.
2. She will come within a few hours here.

इस सम्बन्ध में इस नियम का भी ध्यान रखना चाहिए—

The more particular expressions of time come before the more general.
—W. S. ALLEN

इस नियम के अनुसार वाक्य में पहले छोटे समय को सूचित करने वाला Adverb आना चाहिए और उसके बाद लम्बे समय का बोध कराने वाला Adverb, जैसे—

He was born at 7 o'clock in the morning on Monday in 1920.

Rule XVIII Introductory There

जब वाक्य का Subject अनिश्चित्त (vague) रहता है और स्थान (place) या समय (time) का बोध कराने वाले Adverb या Preposition का प्रयोग होता है, तो ऐसा वाक्य There से आरम्भ होता है। There से जब किसी व्यक्ति या वस्तु के अस्तित्व (existence) का बोध हो, इसे Introductory There कहा जाता है, क्योंकि इसका कोई अपना अर्थ नहीं होता; जैसे—

1. There is a book on the table.
2. There is a pen in his pocket.
3. There is a temple near this place.
4. There is a river by this town.
5. There is a party to night/this night.
6. There is a meeting tomorrow.

ऐसे वाक्य There के बिना इस प्रकार लिखे नहीं जा सकते—

1. A book is on the table.
2. A meeting is tomorrow.

Rule XIX. All and Quite

Adverb की भाँति प्रयुक्त होने पर all और quite— इन दोनों का अर्थ completely या perfectly होता है। इसलिए Adjective के पहले केवल all या quite का प्रयोग होना चाहिए, इन दोनों को मिलाकर quite all का नहीं; जैसे—

1. It is *quite right*. 2. It is *all right*. 3. It is *quite all right*.

यहाँ पहले दो वाक्य शुद्ध हैं, पर तीसरा अशुद्ध, क्योंकि इसमें Adjective (right) के पहले quite और all—दोनों का प्रयोग हुआ है। इस सम्बन्ध में इस मत का ध्यान रखें—

To say anything is **quite right** *is quite right in grammar, but to say anything is* **quite all right** *is quite wrong in grammar... the phrase* **quite right** *is as good as the phrase* **all right**; *they are interchangeable, but* **quite all right** *is an illiterate pleonasm.*
—WHITAKER-WILSON : ENGLISH GRAMMAR

यहाँ एक बात ध्यान देने योग्य है कि quite का अर्थ 'बिलकुल' पूर्णतः (completely) तब होता है जब इसके बाद Absolute Adjective (degreeless adj. जैसे—right, wrong आदि) आता है। पर जब quite के बाद अन्य प्रकार का Adjective (जिसकी degree होती है) आता है, तब इसका अर्थ fairly होता है, अर्थात् यह बोध होता है कि

Adjective की मात्रा 'बहुत कुछ' तो है, पर 'पूरी' नहीं है। इन वाक्यों को लें—

1. He is quite good. 2. He is quite a good boy.

यहाँ quite good का अर्थ है—कुछ-कुछ अच्छा, बहुत अच्छा नहीं। इस अर्थ का ध्यान रखकर ऐसा वाक्य न लिखें—

I like him because he is quite a good poet.

यहाँ quite a good के बदले very good का प्रयोग उचित होता।

Note—All right के बदले *alright* का प्रयोग अशुद्ध है।

Rule XX. Preposition and Adverb

वाक्य में Adverb के पहले Preposition का प्रयोग भयंकर भूल है। इसलिए humbly, slowly, bravely इत्यादि Adverbs के पहले with या किसी दूसरे Preposition का प्रयोग नहीं हो सकता—

1. *With* most *humbly* and *respectfully* I beg to state.
2. I am walking with *slowly*.
3. He fought *with bravely*.
4. You write *with patiently* and *confidently*.

इन वाक्यों में with का प्रयोग सर्वथा अनुचित है। यदि आपको ऐसे वाक्यों में Preposition का प्रयोग करना ही हो, तो Adverbs को Noun में इस प्रकार बदल दें—

You write with *patience* and *confidence*.

Caution—जब this, next, last या all के बाद समय-सूचक शब्द आते हैं (जैसे—morning, night, day, month, year etc.) तब इनके साथ Prep (on, in) का प्रयोग नहीं होता, क्योंकि वैसी अवस्था में ये Adverb of Time का काम करते है। इन वाक्यों को लें—

1. He reached this morning.
2. He is reaching this evening.
3. I will start next morning.
4. He will come next Sunday.
5. He came here last month.
6. She was married last year.
7. We worked all day/night.
8. We worked all morning/evening.

पर जब समय सूचक शब्द के पहले next/last आदि न आए, तो Preposition का प्रयोग अवश्य होता है; जैसे—

1. I will start in the morning. 2. He will come on Sunday.

एक और बात का ध्यान रखें कि home एक noun है, पर जब इसके पहले कोई Adjective नहीं आता, तब इसका प्रयोग Adverb of Place की तरह होता है और इसलिए इसके पहले to नहीं आता। इससे यह भी स्पष्ट है कि Adverb की तरह प्रयुक्त होने पर home के पहले Adj. (my, his etc.) नहीं आता; जैसे—

1. I go home every day. 2. He is at home.

EXERCISE

Correct the following sentences—

(a) One must work with honestly and sincerely. (b) I read this book with thoroughly. (c) He taught me with clearly.

Rule XXI. Fairly and Rather

इन दोनों से Adjective या Adverb की मात्रा का बोध होता है, पर इनके प्रयोग में एक अन्तर भी है। किसी Adjective या Adverb को पसन्द करने पर उसके पहले fairly का प्रयोग होता है, पर उसे नापसन्द करने पर rather का; जैसे—

1. Tea is fairly hot. 2. Tea is rather hot.

यहाँ fairly hot का अर्थ है—hot enough अर्थात् पसन्द आने योग्य गरम, पर rather hot का अर्थ है—too hot अर्थात् पसन्द न आने योग्य गरम।

इस नियम का ध्यान रखें और ऐसे वाक्य न लिखें—

1. I like her because she is rather tall.
2. I do not like her because she is fairly tall.

यहाँ पहले वाक्य में fairly का प्रयोग होना चाहिए और दूसरे में rather का। क्यों? इसलिए कि यहाँ एक ही वाक्य में दो विरोधी भावों (पसन्द और नापसन्द) को एक साथ मिला दिया गया है।

EXERCISE

Make five sentences like the following—

1. She is rather tall for her age.
2. She looks lovely because she is fairly tall.

Rule XXII. No/Not/None

No का प्रयोग Noun, Adjective (Positive तथा Comparative Degree) और Adverb (Comparative Degree) के पहले होता है। इन वाक्यों को लें—

1. I have no *book*.
2. I have no *good* book.
3. I have no *better* book.
4. This car will carry you there no *sooner* than the train.

जब Noun या Adjective के पहले a/an आता है, तो no के बदले not का प्रयोग इस प्रकार होता है—

1. Not *a drop* of water was available.
2. Not *a child* could be seen there.
3. There is not *a rich* boy in this class.
4. There was not *an intelligent* boy to answer this question.

Note—Verb के बाद not का प्रयोग इस प्रकार होता है—

1. He doesn't sing. 2. She didn't come.

जब वाक्य में Positive Degree का Adverb रहे या Adjective का Predicative use हो, तो उसके पहले not का प्रयोग होता है, no का नहीं; जैसे—

1. I am not *very* well today. 2. This answer is not *correct*.

जब वाक्य में *too + adjective/adverb* या *the + Comparative adj/adv.* आए, तो उसके पहले none का प्रयोग होता है—

1. Her health is none too good.
2. I am none the worse for this loss.

Note—*good* और *different* के पहले no का प्रयोग शुद्ध माना जाता है। क्यों ? इसका आधार है भाषा-विज्ञान। ऐतिहासिक दृष्टि से, good एक Noun था जो बाद में Adjective बन गया। इसलिए आज भी उसका थोड़ा प्रभाव बना हुआ है और इस प्रकार के वाक्य शुद्ध माने जाते हैं—

1. It is no good repenting now.
2. This medicine is no good.

वाक्य में different के पहले no का प्रयोग इसलिए होता है कि इस शब्द में तुलना (comparison) का भाव निहित है। इसलिए इस प्रकार का वाक्य शुद्ध माना जाता है—

This shirt is no different from that.

ऐसे वाक्यों में no के बदले not का प्रयोग अनुचित है।

EXERCISE

Make ten sentences like the following—

1. There is no easier method.
2. Not a person could tell the real story.
3. It is no good crying now.
4. There is not an idle boy in this class.

Rule XXIII. Sentence Adverbials/Sentence connectors

कुछ Adverbs, Conjunctions और Phrases को Sentence Connectors या Sentence Adverbials कहा जाता है।

Sentence Connectors उन शब्दों को कहते हैं जो दो Sentences या Paragraphs के बीच सम्बन्ध (link) स्थापित करते हैं। ये किस प्रकार का सम्बन्ध स्थापित करते हैं ? ये पहले Sentence या paragraph के अर्थ (idea/meaning) को दूसरे sentence या paragraph में जारी रखते हैं, अर्थात् पहले वाक्य में कही गयी बात का सम्बन्ध दूसरे वाक्य से जोड़ते हैं। इसलिए ऐसे शब्दों को connectives या links words भी कहा जा सकता है।

इससे यह स्पष्ट है कि ऐसे दो वाक्यों के बीच सम्बन्ध अर्थ की दृष्टि से स्थापित होता है; वाक्य की बनावट (structure) की दृष्टि से नहीं।

बनावट की दृष्टि से, दोनों वाक्य स्वतन्त्र रहते हैं, क्योंकि दूसरा वाक्य semi-colon या full stop के बाद आता है। इसलिए दूसरा वाक्य पहले वाक्य का अभिन्न अंग नहीं होता।

यहाँ एक बात ध्यान देने योग्य है। Conjunctions के द्वारा बहुत-से clauses को जोड़ा जाता है और वे सभी clauses एक ही sentence के अभिन्न अंग होते हैं। पर sentence connectors दो sentence को जोड़ते हैं और इसलिए ये दोनों बनावट की दृष्टि से एक दूसरे से स्वतन्त्र रहते हैं।

इन वाक्यों को देखें—

1. *Mohan reads* and *Radha plays.* [*conjunction*]
   Mohan loves Radha and *Radha is not a good* girl.
   [*sentence connector*]
2. *He is not only a worker but a leader* as well. [*conjunction*]
   He has a big car. He has a new house as well.
   [*sentence connector*]

कुछ मुख्य sentence connectors ये हैं—

and, also, as well (भी), too, (भी), at first, at last, any how, anyway, but, besides, even so, either (भी). however, moreover, likewise, otherwise, meanwhile, meantime, in the same way, in short, in other words, of course, on the othe hand, on the contrary, to illustrate, to conclude, to cap, to be brief, for example, still (अभी भी), yet (अभी तक), so, therefore, then, thus, clearly, certainly, equally, frankly, possibly, fortunately, seriously, obviously, strictly speaking, to our regret/surprise.

इन वाक्यों को देखें--

1. He didn't help me. On the contrary he harmed me.
2. Mohan is a farmer. His father is a farmer, too.
3. You neither read nor write. What do you do, then ?
4. He can't dance. I can't dance either.
5. I don't like this car; besides (moreover) it is costly.
6. He is rather sickly; nevertheless he works hard.
7. He feels tired; he however goes on working.

EXERCISE

Use these sentences Adverbials/connectors in sentences of your own—

fortunately, frankly, seriously, to our regret/surprise, as well, too, either, on the contrary, certainly of couse.

REFRESHER COURSE I

Correct the following sentences—

1. He had climbed to the top almost when a branch broke.
2. He only worked five sums.
3. I speak always the truth.
4. I enough well know about it.
5. He only succeeded in scoring two goals.
6. I only like her when she smiles.

7. I did not find him nowhere.
8. He has not got no food.
9. He finished quicker than I expected.
10. Firstly, it is too weak.
11. Is it not much surprising ?
12. It is nothing else than folly.
13. You seldom or ever come in time.
14. She can't hardly do so.
15. He will pay heavy for his folly.
16. Is it not wise to always avoid bad men ?
17. He will pay dear for his misconduct.
18. He seldom or ever rises early.
19. I never remember having seen you.
20. I like her too much.
21. Of course, he is a great man.
22. My son is too healthy.
23. I am quite sorry to receive this letter.
24. He was very surprised.
25. Nothing happens by chance ever.

Hints– 1. almost to the top when; 2. only five sums; 3. always speak, 4. well enough; 5. only he; 6. only when; 7. anywhere; 8. any food; 9. finished more quickly; 10. First; 11. very; 12. nothing else but folly; 13. seldom or never; 14. can hardly do or can't do; 15. heavily; 16. always wise to avoid; 17. dearly; 18. seldom, or never, seldom if ever; 19. do not remember ever having seen you; 20. very much; 21. Certainly, he is; 22. very healthy; 23. very sorry; 24. much surprised; 25. ever happens by chance.

REFRESHER COURSE II

Explain why the following sentences are correct or incorrect—

1. I have read very often this book.
2. He explained very clearly this rule.
3. I am enough pleased with you.
4. He only died a month ago.
5. It was very hotter yesterday than today.
6. I have received no letter, neither from father nor from mother.
7. I was too glad to here this happy news.
8. I only eat when I feel hungry.
9. This man is much interesting.
10. Although he has plenty of money, but he is unhappy.
11. I wish to earnestly and emphatically advise you.
12. I am living here since the last five years.
13. His mother is ill for the last one year.
14. Are you tired ? Yes, a few.
15. Is it quite all right ?
16. He labours very hardly so that he may pass.

REFRESHER COURSE III

Match the words in A with the right words in B.

A	B
You are much	intelligent
He is very	wiser
Yes	I am not happy
No	I am glad
He came	next year
She will come	last evening

REFRESHER COURSE IV

Choose right words—

1. She seldom $\frac{\text{or ever}}{\text{or never}}$ tells lies.
2. He was $\frac{\text{kind enough}}{\text{enough kind}}$ to help me.
3. He is $\frac{\text{too}}{\text{very}}$ small to touch the ceiling.
4. He is $\frac{\text{too}}{\text{very}}$ glad to see you.
5. That boy is $\frac{\text{much}}{\text{very}}$ intelligent.
6. She has come $\frac{\text{just now}}{\text{presently}}$.
7. I saw him a week $\frac{\text{ago}}{\text{before}}$.
8. She reached $\frac{\text{in this}}{\text{this}}$ morning.
9. It is $\frac{\text{no}}{\text{not}}$ good repenting now.
10. It is nothing else $\frac{\text{but}}{\text{than}}$ pride.

■ ■ ■

A large number of the formal restrictions and ancient 'thou shalt nots' of academic grammar are now completely outmoded. —NORMAN LEWIS

CONJUNCTIONS

TEST YOURSELF

Q. I. *Correct or justify the following sentences—*

1. Both he as well as she is here.
2. Neither I can sit nor stand nor sleep.
3. He cannot read nor write anything.
4. I have no pen nor paper with me.
5. You will pass if you will work hard.
6. I will go home after the college will be closed.
7. This pen is not either cheap nor good.
8. The reason why he is poor is because he is idle.
9. I doubt that he will pass this time.
10. You should act fearlessly like I do.
11. I will not go out before I will finish the work.
12. Four years passed since I have come here.
13. It appears as if he is a bird.
14. Not only he gave me food but also money.
15. Take an umbrella in case it will rain.
16. I do not know that he is ill or not.
17. I will wait here until you will not come back.
18. I know that where he lives these days.
19. I can't say as to whether he is ill or not.
20. Unless you do not work hard, you can't pass.
21. He has no other aim but to earn money.

Q. II. *Fill in the blanks with a word given in brackets—*

1. He cannot sit——————————sleep. [or, nor]
2. He has not seen me since I————here. [came, have come]
3. She labours hard lest she ————————fail. [will, should]
4. He is no other.————————my brother. [but, than]
5. I will leave before he————————————. [will return, returns]
6. They made haste lest they—miss the train. [should, would, might]
7. Though she is poor————she is happy. [but, yet]
8. I don't know————he will come or not. [that, whether]

■ ■ ■

CHAPTER V

CONJUNCTIONS

हिन्दी में Conjunctions को समुच्चयबोधक अन्यय कहा जाता है। अँगरेजी के conjunctions के प्रयोग हिन्दी की अपेक्षा कुछ अधिक जटिल हैं। इसलिए यहाँ ऐसे प्रयोगों पर विचार करें।

Rule I (a)—The Correct Correlatives

Neither के बाद nor आता है, or नहीं और either के बाद or आता है, nor नहीं। इसी प्रकार, both के बाद and आता है, as well as नहीं और though के बाद yet आता है, but नहीं। Hardly और scarcely के बाद when या before आता है, than नहीं और no sooner के बाद than आता है, when नहीं—

[neither....nor, either....or, both....and, hardly or scarcely ....when/before, though....yet, no sooner..than]; जैसे—

1. He is *neither* good *nor* bad.
2. It is *both* good *and* cheap.
3. *Hardly* had he left *when* his father came.
4. *No sooner* did the thief see the police *than* he ran away.

यहाँ neither के बाद nor आया है और both के बाद and; आप यह भी देखते हैं कि hardly के बाद when का प्रयोग हुआ है और no sooner के बाद than का। अतः ये वाक्य शुद्ध हैं। यदि यहाँ neither के बाद or आ जाता और both के बाद as well as, तो वाक्य अशुद्ध हो जाते। इसी प्रकार hardly के बाद than के आ जाने से और no sooner के बाद when के प्रयोग से वाक्य अशुद्ध हो जाते। इस छोटे-से नियम का ध्यान रखना कठिन नहीं, पर कुछ लोग ऐसा नहीं कर पाते—

1. *Like the Persian noble of old I ask that I may* **neither** *command* **or** *obey.* —EMERSON

2. *But I would suggest that the time has come when other methods should be evolved* **both** *for the benefit of labour* **as well as** *for the community at large.* —JAWAHARLAL NEHRU : A. I. R., AUG. 5, '57

3. **Which** *differs from* **that** *and* **who** *in being used* **both** *as an adjective* **as well as** *a pronoun.* —H. SWEET

यहाँ पहले वाक्य में or के बदले nor का और दूसरे तथा तीसरे वाक्यों में as well as के बदले and का प्रयोग होना चाहिए।

(b)—*Not either* के बाद *or* आता है, nor नहीं—[Not either....or]; जैसे—

That house is *not either* useful *or* beautiful.

Rule II. Position of Correlatives

कुछ ऐसे शब्द हैं जो बराबर एक साथ जोड़ा (pair) बनकर आते हैं और Conjunction का काम करते हैं। इन्हें ही Correlative कहा जाता है। ये हैं—

either....or, neither....nor, both....and,
not only....but also, as much....as.

इनके प्रयोग के सम्बन्ध में इनके स्थान (position) का पूरा ध्यान रखना चाहिए, क्योंकि नियम यह है कि इनमें से एक भाग के साथ जिस Part of Speech का प्रयोग होता है वही दूसरे भाग के साथ भी प्रयुक्त होना चाहिए। यदि एक का स्थान Noun के पहले हो, तो दूसरे का भी Noun ही के पहले होना चाहिए, Verb/Adjective आदि के पहले नहीं। इसी प्रकार, यदि एक का स्थान Verb के पहले हो, तो दूसरे का भी Verb ही के पहले होना चाहिए, किसी दूसरे प्रकार के शब्द के पहले नहीं; जैसे—

1. I saw neither *Ram* nor *Mohan.*
2. I neither *saw* Ram nor *wrote* to him.

यहाँ पहले वाक्य में neither का स्थान Noun (Ram) के पहले है। इसलिए इसके जोड़े का स्थान (nor का) भी Noun (Mohan) के पहले है। दूसरे वाक्य में neither का स्थान Verb के पहले है और इसलिए nor का भी स्थान Verb ही के पहले है। यदि हम ऐसा लिखें—I neither saw Ram nor Mohan, तो यह अशुद्ध होगा, क्योंकि यहाँ 'neither' Verb के पहले है और 'nor' Noun के पहले। एक-दो और उदाहरण लें—

1. He gave me not only a *book* but also *money.*
2. He not only *beat* me but also *abused* me.

ये वाक्य शुद्ध हैं। पहले वाक्य में not only के बाद Noun (book) आया है। इसलिए दूसरे (but also) के बाद भी Noun (money) का प्रयोग हुआ है। दूसरे वाक्य में not only के बाद Verb आया है और इसलिए नियमानुसार but also के बाद Verb ही आया है। यदि हम इनके स्थान में थोड़ा भी परिवर्तन कर दें, तो वाक्य अशुद्ध हो जाएगा; जैसे—

He not only *gave* me a book but also *money.*

यहाँ not only के बाद Verb आया है, पर but also के बाद Noun 'money'. अतः यह वाक्य अशुद्ध है। अब both....and का भी एक-दो उदाहरण लें—

1. Both *Ram* and *Shyam* are good.
2. He is both *intelligent* and *diligent.*

ये दोनों ही वाक्य शुद्ध हैं। पहले में both के बाद Noun आया है और इसलिए and के भी बाद Noun ही आया है। दूसरे वाक्य में both के बाद Adjective का प्रयोग हुआ है और इसलिए and के भी बाद Adjective का ही प्रयोग हुआ है। अतः ये वाक्य शुद्ध हैं। अब इस वाक्य को देखें—

He has read both in India and England.

यहाँ both के बाद Preposition 'in' आया है, पर and के बाद Noun (England). इसका शुद्ध रूप होगा—

1. He has read both *in* India and *in* England.
2. He has read *in* both India and England.

अब इन वाक्यों को देखें—

1. **Both for** *good* **and evil** *almost everything that distinguishes our age from its predecessors is due to science.* —BERTRAND RUSSELL

2. *The poor* **both in** *town* **and country** *suffered terribly from the price of bread.* —G. M. TREVELYAN

3. *They have been used* **either to clear** *a very knotty problem in his mind* **or in** *that of his co-workers.* —THE MODERN REVIEW : Feb. '57

यहाँ पहले दो वाक्यों में both के बाद Prepositions (for/in) आये हैं, पर and के बाद Nouns (evil/country), जो अशुद्ध है। यहाँ and के भी बाद (अर्थात् evil/country के पहले) एक Preposition का प्रयोग होना चाहिए। इसी प्रकार, तीसरे वाक्य में either के बाद Infinitive (to clear) आया है, पर 'or' के बाद Preposition (in)। यदि either को problem के बाद रख दिया जाए तो either/or के दोनों ही भाग बराबर हो जाएंगे, क्योंकि इन दोनों ही के बाद Preposition का प्रयोग हो जाएगा और तब वाक्य शुद्ध हो जाएगा। देखिए, सावधानी से लिखने वाले ऐसी गलती नहीं करते—

1. *The poet's command* **both of** *his experience* **and of** *his technique is perfect.* —F. R. LEAVIS

2. *The plays of Synge form rather a special case because they are based upon the idiom of a rural people whose speech is naturally poetic* **both in** *imagery* **and in** *rhythm.* —T. S. ELIOT

3. *Goodman is most successful with respect* **both to** *the control* **and to** *the development of his method.*—THE KENYON REVIEW : Spring, '55

4. *In this lecture I wish to consider* **both in** *history* **and in** *the present day the relation of the exceptional man to the community.* —BERTRAND RUSSELL

यहाँ इन वाक्यों में both....and को काफी सावधानी से रखा गया है, क्योंकि both और and दोनों ही के बाद Preposition (of/in/to/in) का प्रयोग हुआ है। आप यह भी देखेंगे कि यहाँ Bertrand Russell ने सावधानी से काम लिया है, पर उनके प्रथम वाक्य में असावधानी के कारण अशुद्धि आ गयी है। तो, इससे यह स्पष्ट है कि Correlative की अशुद्धि बड़े-बड़े लोगों से भी कभी-कभी असावधानी के कारण हो जाती है। आप असावधानी के शिकार न हों।

EXERCISE

Correct the following sentences—

(a) I could neither help Ram nor Shyam. (b) He neither had gold nor silver. (c) She neither offended me nor my friend. (d) He both offended me and my friend. (e) He is as much noted for his bravery as for his charity. (f) He not only built a house but also a garage. (g) Latin is not only difficult to read but also to write. (h) I neither met Gopal nor his brother. (i) I have read both in England and America. (j) He has gone both to America and Russia. (k) Neither he comes nor writes. (l) I neither want to take nor give.

Hints—(a) help neither Ram......; (b) had neither gold; (c) offended neither me......; (d) offended both me......; (e) He is noted as much for......; (f) He built not only......; (g) difficult not only to read......; (h) neither Gopal; (i) both in

England and in America; (j) both to America and to Russia or......gone to both America and Russia; (k) neither comes nor writes; (l) neither to take nor to give.

EXERCISE

Correct the following sentences—

(a) There was much agitation both in Dacca as well as in Karachi. (b) A thing cannot be both white as well as black at the same time. (c) No sooner had he reached the station when the train started. (d) Hardly had he left home than it began to rain. (e) He has neither a pen or a pencil. (f) Though he is poor, but he is happy. (g) Your pen is not either good nor cheap.

Hints—(a) and in Karachi; (b) and black; (c) than the train......; (d) when it......; (e) nor a pencil; (f) yet; (g) or.

Rule III. Either and Either ..or; Neither and Neither..nor

(a)—Either और Neither का प्रयोग Adjective तथा Pronoun—दोनों ही प्रकार से होता है—

1. *Either* of the roads is long. 2. *Neither* of the roads is long.
3. *Either* road is long. 4. *Neither* road is long.

यहाँ पहले दो वाक्यों में either/neither का प्रयोग Pronoun की भाँति हुआ है और तीसरे तथा चौथे में Adjective की भाँति। आप जानते हैं कि जब इनका प्रयोग Pronoun/Adjective की भाँति होता है, तो ये केवल दो ही व्यक्तियों या वस्तुओं के साथ प्रयुक्त होते हैं, क्योंकि either का अर्थ होता है— '*one of the two*' और neither का— '*not one or the other*'.

(b)—जब either के बाद or आ जाता है और neither के बाद nor, तो इन्हें Correlative भी कहा जाता है, क्योंकि इनके द्वारा एक ही श्रेणी के शब्दों को जोड़ा जाता है। वैसी अवस्था में इनका प्रयोग दो से अधिक व्यक्तियों या वस्तुओं के साथ भी होता है, केवल दो ही के लिए नहीं, अर्थात् वैसी अवस्था में either....or तथा neither....nor के द्वारा दो से अधिक Nouns/Pronouns/Verbs/Adjectives को जोड़ा जा सकता है—

Either *as a Conjunction, Adverb, or Correlative indicates that what immediately follows is the first of* **two or more** *alternatives—used before* **two or more** *co-ordinate words, phrases or clauses which are joined by* **or**. —WEBSTER'S INTERNATIONAL DICTIONARY

Neither *as a Conjunction or Adverb—Usually introducing the first of* **two or more** *co-ordinate words or clauses joined by* **nor**.
—WEBSTER'S INTERNATIONAL DICTIONARY

SHORTER OXFORD DICTIONARY में भी either और neither के अर्थ क्रमशः ये भी दिये गये हैं—

1. Any one of more than two. 2. None of more than two.

इस प्रकार, यह स्पष्ट है कि Conjunction की भाँति प्रयुक्त होने पर either......or तथा neither......nor का प्रयोग दो से अधिक भी हो सकता है, और इसलिए either के बाद एक से अधिक or तथा neither के बाद एक से अधिक nor आ सकता है—

either....or....or....or; neither....nor....nor....nor.

कुछ लोगों का मत है कि Conjunction की भाँति प्रयुक्त होने पर भी either/neither का प्रयोग केवल दो ही के लिए होना चाहिए, दो से अधिक के लिए कभी नहीं—

The correct correlatives are **'either......or'** *and* **'neither....nor'.** *Strictly speaking, we should not add another* **or** *or* **nor,** *since* **either** *and* **neither** *imply* **two and two** *only.* —G. H. VALLINS : BETTER ENGLISH

मेरे विचार में Vallins साहब का यह मत मान्य नहीं, क्योंकि अंगरेजी की उच्च कोटि की Dictionary का भी मत उनसे नहीं मिलता। जहाँ तक आधुनिक प्रयोग का प्रश्न है, वह तो Vallins के मत को बिलकुल ही नहीं मानता। आप देखेंगे कि महान् लेखकों ने either .....or तथा neither....nor का प्रयोग दो से अधिक वस्तुओं के साथ किया है और इसलिए उनके वाक्यों में either के बाद एक से अधिक or और neither के बाद एक से अधिक nor रहते हैं—

1. There was, that is to say, nothing to distract him from his interests or to corrupt these interests; **neither** *the ambitions of parents or wife,* **nor** *the standards of society,* **nor** *the temptations of success.* —T. S. ELIOT

2. **Either** *from the moralist's point of view,* **or** *from the theologian's point of view,* **or** *from the psychologist's point of view,* **or** *from that of the political philosopher,* **or** *judging by the ordinary, standards of likeableness in human beings, Milton is unsatisfactory.* —T. S. ELIOT

3. Which, as a matter of fact, are found **neither** *in Shakespeare,* **nor** *in the Authorised Verson of the Bible,* **nor** *in the poetical works of Milton, Pope, Cowper and Shelley.* —JESPERSON

4. **Neither** *the brilliancy of Hazlitt,* **nor** *the harmony of De Quincey,* **nor** *the vigour of Macaulay,* **nor** *the eloquence of Ruskin,* **nor** *the purity of Goldsmith could for a moment be thought capable of expressing the meaning of Lamb.* —HUGH WALKER

इन वाक्यों में either....or तथा neither....nor का प्रयोग दो से अधिक व्यक्तियों या वस्तुओं के लिए हुआ है। Vallins साहब के मतानुसार ये सभी वाक्य अशुद्ध हैं। अपनी पुस्तक Good English में उन्होंने तीसरे वाक्य का खंडन भी किया है, जो उचित नहीं। व्याकरण के नियमानुसार भी ऐसे वाक्य शुद्ध होते हैं, क्योंकि अँगरेजी के सबसे महान व्याकरणाचार्य ने स्पष्ट कहा है—

This restriction to **two** *does not hold for the adverb* **(conj.)—Neither** *fish* **nor** *flesh* **nor** *fowl.* —FOWLER : MODERN ENGLISH USAGE

Fowler साहब के मतानुसार **Neither fish nor flesh nor fowl** शुद्ध है, क्योंकि यहाँ neither..nor का प्रयोग Adverb (या Conjunction) की भाँति हुआ है। इसलिए इस वाक्य के आधार पर **Neither book, nor pen, nor paper** आदि वाक्य शुद्ध हैं।

commas के भीतर रख दें। दूसरा तरीका यह है कि आप प्रत्येक को Narration के नियम के अनुसार Indirect Narration में बदल दें, जिसकी चर्चा Narration में विस्तारपूर्वक होगी।

(c)—That का प्रयोग करने पर इसके बाद आनेवाले Verb के Tense का ध्यान रखना चाहिए, क्योंकि किसी वाक्य में that के पहले आनेवाले Clause में यदि Past Tense का प्रयोग हो, तो इसके बाद (that के बाद) आनेवाले Clause में भी Past Tense का प्रयोग करना पड़ता है; जैसे—

He said *that* he *would* go.

यहाँ will का प्रयोग अशुद्ध होता। इस नियम पर Verb तथा Narration के संबंध में विस्तारपूर्वक विचार होगा।

(d)—That से शुरू होनेवाले Clauses में Pronoun के प्रयोग में भी सावधानी की बड़ी आवश्यकता है, क्योंकि वैसी अवस्था में (परीक्षा-भवन में) that के बाद आनेवाले 'I' से परीक्षार्थी (examinee) का बोध होता है और 'you' से परीक्षक (examiner) का। इसलिए Sohrab tells Rustam that *you* are *my* father का अर्थ है—"सोहराब रुस्तम से कहता है कि तुम (examiner) मेरे (examinee के) पिता हो।" यहाँ असावधानी के कारण वाक्य का अर्थ ही बदल गया है। इसका शुद्ध रूप यह होना चाहिए—

Sohrab tells Rustam that *he is his* (Sohrab's) father.

कुछ और वाक्य लें—

1. The spider tells the bee that *I* am rich but *you* are poor.
2. The old leaf tells the green leaf that *you* are foolish but *I* am wise.
3. The poet tells his beloved that *you* should not remember me after *my* death.
4. Anne says that *I* want to be the wife of a minister.

इन सभी वाक्यों में अर्थ का अनर्थ हो गया है। क्यों? इसलिए कि यहाँ I से परीक्षार्थी का बोध होता है, spider/old leaf/poet/Anne का नहीं। इसी प्रकार यहाँ you से परीक्षक का बोध होता है, bee/green leaf/beloved का नहीं। इस प्रकार, ऐसे वाक्य लिखकर परीक्षार्थी कभी तो अपने को ग़ाली देते हैं और कभी परीक्षक को। इसलिए that के बाद (अर्थात् Indirect Narration में) जब आप I और you का प्रयोग करें, तो सतर्कता से करें, नहीं तो आप भयंकर भूल के भागी बनेंगे।

इस गलती को दूर करना बहुत ही आसान है। आप जब कभी Indirect Narration में लिखें और I का प्रयोग करें, तो आप यह प्रश्न अपने ही से करें—"क्या मैं अपने विषय में लिख रहा हूँ?" यदि आपको अपने विषय में लिखना हो, तो I का प्रयोग करें और यदि अपने विषय में नहीं लिखना हो, तो I के बदले he/she/it आदि का प्रयोग करें। इसी प्रकार, जब you का प्रयोग करना चाहें, तो यह प्रश्न करें—"क्या मुझे परीक्षक/अपने शिक्षक या पाठक के विषय में लिखना है?" यदि आपको इनके विषय में नहीं लिखना हो, तो you के बदले अर्थानुसार he/she/it आदि का प्रयोग करें।

Note—याद रहे कि Direct Narration में Pronoun से जिस व्यक्ति का बोध होता

है उसी व्यक्ति का वोध उस Pronoun से Indirect में नहीं होता; जैसे—

1. Ram said, 'I shall go.'
2. Ram told Shyam, 'You will go.'

यहाँ I से राम का वोध होता है और you से श्याम का। अव इस वाक्य को लें—

Ram said that I should go.

यहाँ I से राम का नहीं, वल्कि लिखनेवाले (अर्थात् स्वयं आपका) का वोध होता है।

(e)—यदि Interrogative Pronoun (who/which/what etc.) या Interrogative Adverb (why/how/when/where/whether etc.) से कोई Clause शुरू हो और उसके वाद कोई Principal Clause नहीं आए, तो Interrogative Pronoun/Interrogative Adverb के पहले that का प्रयोग नहीं होता; जैसे—

I do not know how he is.

यहाँ how से एक Clause (he is) शुरू होता है और इस Clause के वाद Principal Clause नहीं आया है। इसलिए how के पहले that का प्रयोग नहीं हुआ है। एक और वाक्य लें—

I do not know why he is absent.

इस वाक्य में why से एक Clause (he is absent) शुरू होता है, पर इसके वाद कोई Principal Clause नहीं आया है। इसलिए why के पहले that का प्रयोग नहीं हुआ है। अव इन वाक्यों को देखें—

1. I know *that when* he will come.
2. I cannot say *that where* he is these days.
3. You do not follow *that what* I say.

इन वाक्यों में when/where/what के पहले that का प्रयोग नहीं होना चाहिए, क्योंकि इन Clauses के वाद Principal Clause नहीं आया है।

Note—यदि Interrogative Pronoun/Interrogative Adverb से आरंभ होनेवाले Clauses के वाद Principal Clause आए, तो इनके पहले that का प्रयोग होना चाहिए; जैसे—

I know *that what* you say is right.

यहाँ what के वाद एक Clause (you say) आया है और इसके वाद एक Principal Clause (is right) इसलिए यहाँ what के पहले that का प्रयोग शुद्ध है। कुछ और वाक्य लें—

1. I know *that when* father will come, he will bring sweets for all his children.

2. I can say *that where* he lives is known to none.

इन वाक्यों में when/where के पहले that का प्रयोग शुद्ध है, क्योंकि इनके वाद Principal Clause आया है।

(f)—याद रखें कि agree, assert, assume, aver, calculate, conceive, hold, learn, maintain, reckon, state और suggest ऐसे Verbs हैं जिनके बाद that-Clause आने पर that को छिपा देना, आधुनिक प्रयोग के अनुसार, अच्छा नहीं समझा जाता; जैसे—

1. I understand he will come to-day.
2. I assert it is right.
3. I maintain it is all wrong.

यहाँ understand/assert/maintain के बाद that का प्रयोग अवश्य होना चाहिए।

Note—believe/presume/suppose/hope/think के बाद, आधुनिक प्रयोगानुसार, that छिपा रहता है; जैसे—

1. I hope you are well. 2. I think you are right.

EXERCISE

Correct the following sentences—

(a) I do not know that how and where he is. (b) I said to my servant that bring a chair and a glass of water. (c) In this poem the poet says that O, my beloved, you will remember me in your old age. (d) The withered leaf says to the green leaf that you are inexperienced but I am experienced. (e) Louisa say to her father that you have ruined my life. (f) Do not follow that what he says. (g) He said that he will not return within a week. (h) I know that when he will come here. (i) I cannot explain that why I like him so much. (j) I agree it is a nice proposal.

Hints—(a) know how; (b) I asked or ordered my servant to bring; (c) says "O——age" or says that she will remember him in her old age; (d) that she is—— but he is; (e) that he has ruined her life or says to her father, "You——life". (f) follow what; (g) he would; (h) know when; (i) explain why; (j) agree that it is—

Rule VI. Other/Rather and Than

Than का प्रयोग other, rather और comparative degree के adjective के भी साथ होता है। इन वाक्यों को देखें—

1. I would *rather* have a book *than* a pen.
2. He is no *other than* my father.
3. He has no *other* aim *than* to earn money,
4. He is much richer *than* she.

इन वाक्यों में to या but आदि का प्रयोग अशुद्ध होता।

EXERCISE

Frame five sentences like the following—

1. I would rather have a cow than a horse.
2. She is no other than my sister.

Rule VII. That and If/Whether

(a)—That का अर्थ होता है 'कि' पर If/whether का 'कि नहीं'/'या नहीं'। इसलिए whether के बाद or no या or not आता है, पर that के बाद वाक्य की बनावट इस प्रकार की नहीं हो सकती; जैसे—

I do not know *whether* he will come *or not.*

अब इस वाक्य को लें—

I do not know *that* he will come *or not.*

यहाँ that के बदले whether का प्रयोग होना चाहिए।

(b)—That और whether के सम्बन्ध में एक और बात ध्यान देने योग्य है और वह यह कि Affirmative sentence में doubt/doubtful के साथ whether का प्रयोग होता है, that का नहीं; जैसे—

1. *I doubt whether* he will come or not.
2. *Whether* he will come or not is *doubtful.*

Note (a)—यदि वाक्य Negative या Interrogative हो, तो doubt/doubtful के साथ that का प्रयोग शुद्ध माना जाता है; जैसे—

1. I do *not doubt that* he will come.
2. It is *not doubtful that* he will come.
3. *Is* there any *doubt that* he will come ?
4. *Is* it *doubtful that* he will come ?

Note (b)—वाक्य में whether के पहले as to का प्रयोग अनावश्यक है। इसलिए इस प्रकार न लिखें—

1. I doubt as to whether he will come or not.
2. I can't say as to *whether* he is ill or not.

EXERCISE

Correct the following sentences—

(a) That he has been so misled is doubtful. (b) It was generally doubted that France would permit the use of her force. (c) It is extremely doubtful that he will succeed in this work.

Hints—(a) whether he.......; (b) whether France; (c) whether he.

Rule VIII. Conjunctions of Comparison

कुछ ऐसे conjunctions होते हैं जिनसे तुलना (comparison) का बोध होता है। ये हैं—

as....as, not so (as)....as, than,
the + comparative degree....the + comparative degree.

इन वाक्यों को देखें—

1. My shirt is as good as yours.
2. My pen is not as (so) good as yours.
3. My pen is better than yours.
4. The sooner you start, the better.

Rule IX. Conjunctions of Concession

कुछ Conjunction ऐसे होते हैं जिनसे concession या supposition (यद्यपि·· तथापि) का बोध होता है। ये हैं—

though, although, even if, however, whatever,
no matter, for all, adj + as.

इन वाक्यों को लें—

1. Though he is black, he looks beautiful.
2. However hard he may work, he will fail.
3. Whatever may happen, I will help him.
4. No matter what he said, no one cared.
5. Black as he is, he looks beautiful.
6. For all you may say, he is not wise.
7. Even if he has abused me, I will not harm him.

कभी-कभी केवल may से भी 'यद्यपि..तथापि' का बोध होता है—

He may be very poor, but he is happy.

ऐसे वाक्यों में may का अर्थ होता है though, पर याद रखें कि though के साथ yet का प्रयोग होता है। पर आजकल yet के बदले केवल comma से ही काम चल जाता है। हाँ, may के साथ but का प्रयोग अवश्य होता है; पर but का प्रयोग though के साथ नहीं होता। इसलिए but का प्रयोग इस प्रकार न करें—

Though he is poor, but he is happy.

EXERCISE

Complete the following sentences—

1. Thouh she is black.........
2. She may be black..........
3. Black as she is ....
4 However fast he may run...............
5. Whatever he might say..................

Rule X. As/Just as/Like

इनका अर्थ 'जैसे' या 'समान' होता है। पर अन्तर यह है कि 'as' Conjunction है, और 'like' एक Adjective, जो Preposition की तरह प्रयुक्त होता है। इसलिए like के बाद Objective Case का प्रयोग होता है और as के बाद Nominative का;

जैसे—

1. I am like *him*. 2. I am as good as *he*.

आप ऐसे-ऐसे वाक्य नहीं लिख सकते—

1. I am like *he*. 2. He is as good as *me*.

आपको यह जानकर आश्चर्य होगा कि प्रसिद्ध वैज्ञानिक डारविन साहब ने यह वाक्य लिखा था—

Unfortunately, few have observed **like you have done.** —DARWIN

इस वाक्य में like के बाद you को Nominative Case में रख दिया गया है, जो फाउलर साहब के मतानुसार अनभिज्ञता का सूचक है। इस वाक्य में you के बाद पूर्ण विराम होना चाहिए या like के बदले as का प्रयोग। अब इस वाक्य को देखें—

You should act like I do.

यहाँ like me या as I do होना चाहिए।

Note—As के बाद आने वाला Noun/Pronoun सदा Objective Case में रहता है, यदि वह वाक्य में किसी Transitive Verb/Preposition का Object हो; जैसे—

You love her as much as *me*.

इससे यह स्पष्ट है कि यदि वाक्य में न Transitive Verb हो और न Preposition, तो as के बाद सदा Nominative Case का प्रयोग होना चाहिए।

EXERCISE

Correct the following sentences—

(a) Keep your body upright like I do. (b) Young Briam appered for a few minutes in the part of Juliet just like boys did in Shakespeare's own time, (c) You are as dear to me as him.

Hints—(a) as I do; (b) as boys did; (c) as he.

EXERCISE

Fill in the blanks with as/just as/like—

1. He talks.........my master.
2. None has done.........I have.
3. I will do.........other will.
4. She likes..... ...a princess.

Rule XI. However and But

However के सम्बन्ध में यहाँ इतना ही कहना है कि इसके पहले but का प्रयोग (but however) नहीं होता। आप केवल but का प्रयोग करें या however का, पर दोनों को

एक साथ मिलाकर नहीं। इसलिए ये वाक्य अशुद्ध हैं—

1. But that, however, is not hard.
2. But one thing, however, has not changed.

Rule XII. Conjunction of Condition

कुछ Conjunction से कार्य होने की शर्त (condition) का बोध होता है। ये हैं—

if, unless, in case, provided, provided that, supposing that.

इन वाक्यों को लें—

1. If you work hard, you will pass.
2. Unless you work hard, you won't pass.
3. You will pass provided you work hard.
4. Take an umbrella in case it rains.

जब ऐसे वाक्यों के Principal clause में Future Tense आता है, तो शर्त बताने वाले clause में Present Simple Tense आता है, Future Tense नहीं।

इसलिए ऐसे-ऐसे वाक्य न बनाएँ—

1. You will pass if you will work hard.
2. Unless I will win a lottery, I won't buy a car.
3. Take an umbrella in case it will rain.

Rule XIII Until and Unless

(a)—Until का अर्थ होता है 'जब तक नहीं' और इससे समय (time) का बोध होता है। Unless का अर्थ होता है 'अगर नहीं' और इससे केवल एक शर्त (condition) का बोध होता है। इसलिए condition के अर्थ में until का और time के अर्थ में unless का प्रयोग नहीं होना चाहिए। देखिए इन वाक्यों को—

1. I will wait here *unless* you come back.
2. You cannot succeed *until* you work hard.

यहाँ पहले वाक्य में unless के बदले until का प्रयोग होना चाहिए और दूसरे में until के बदले unless का। कुछ लोग unless के बदले कभी-कभी without/except का प्रयोग कर बैठते हैं, जो अशुद्ध है।

(b)—Until और unless Negative हैं। इसलिए Negative sense का बोध कराने के लिए इनके साथ not का प्रयोग इस प्रकार न करें—

1. *Unless* you *do not* labour hard, you cannot pass.
2. I will wait here *until* you *do not* come back.

इन वाक्यों में *do not* का प्रयोग अनुचित है। यदि आप negative (not) का प्रयोग करना ही चाहें, तो unless के बदले if का प्रयोग करें—

If you do not work hard, you cannot succeed.

Rule XIV. Conjunctions of Cause

कुछ Conjunctions ऐसे होते हैं जिनसे कारण (cause) का बोध होता है। ये हैं—
as, because, since, that, considering that,
seeing that, now that, in that, in as much as.

इन वाक्यों को देखें—

1. As he started late, he missed the train.
2. He missed the train, because he started late.
3. Since he is poor, he can't buy a new dress.
4. Seeing that it is getting late, I had better start at once.
5. Now that the criminal has been caught, he should be punished.
6. I am not a fool that you expect me to believe you.
7. I am sorry that he has failed.
8. I am glad that he has come.

Note (a)—The reason is/The reason why

यदि वाक्य में the reason is या the reason why आए, तो इसके बाद आने वाला Clause *that* से आरम्भ होता है, because या due to से नहीं; जैसे—

1. The reason is *that* he is ill.
2. The reason why he is absent is *that* he is ill.

इन वाक्यों में that के बदले because/due to का प्रयोग अनुचित होता, क्योंकि नियम है—

After such openings as The reason is, The reason why, *the clause containing the reason must not begin with 'because' but with 'that'.*

—FOWLER : MODERN ENGLISH USAGE

Grammar insists on 'that' following 'reason', never 'because'.

—C. WHITAKER-WILSON

देखिए, इस छोटे नियम का उल्लंघन इस वाक्य में—

The reason why Denmark has been able to build up its trade and industries is due to *the advantages of transport......*

—THE EASTERN ECONOMIST : Feb. 8, '57

यह वाक्य काफी भद्दा है। फिर भी, इसे इस प्रकार सुधारा जा सकता है—

The reason why....is *that* it has the advantages of transport..

Note (b)—As-Clause and its Position

यदि वाक्य में कोई Clause 'as' से शुरू हो, जिसमें कोई कारण (cause) बतलाया जाए, तो वैसे as-Clause को वाक्य के आरम्भ में रखना चाहिए, और उसके बाद Principal Clause को (पहले Principal Clause को और उसके बाद as-Clause को नहीं); जैसे—

As I am ill, I request you to grant me leave.

यहां as-clause कारण बतलाता है। इसलिए इसको वाक्य में पहले रखा गया है और इसके बाद Principal Clause—I request......leave को। यदि यहाँ Principal Clause को पहले रखा जाता और उसके बाद as-Clause को, तो शैली की दृष्टि से वह अच्छा नहीं समझा जाता। इस सम्बन्ध में कहा गया है—

To casual or explanatory **As-clauses** *if they are placed before the main sentence (As he only laughed at all my arguments, I gave it up) there is no objection. The reverse order (I gave it up, as he only laughed at all my arguments) is intolerable to anyone with a literary ear. All good writers instinctively avoid it, but being common in talk it is much used in print also by those who have not yet learnt that composition is an art and that sentences require arrangement.*

—FOWLER : MODERN ENGLISH USAGE

Note (c)—For एक **Coordinating Conjunction** है और इससे कारण (cause) का बोध होता है। पर उस cause के साथ-साथ inference (अनुमान) और explanation (कार्य की व्याख्या) का भी भाव व्यक्त होता है। इसलिए for का प्रयोग because के बदले नहीं होता—

1. He will fail, for all bad boys have to.
2. He fought well, for he was very brave.

EXERCISE

Complete the following sentences—

1. I am delighted that——.
2. He can't buy an elephant——.
3. As he reached late——.
4. He will not succeed——.
5. Now that——.
6. Seeing that——.

Rule XV. Conjunctions of Time

कुछ ऐसे Conjunctions होते हैं जिनसे समय (time) का बोध होता है। ये हैं—

when, while, as, as soon as, before, after, till, until, since.

इन वाक्यों को लें—

1. I will go when he comes back.
2. Make hay while the sun shines.
3. He will be remembered while the world lasts.
4. He reached as the clock struck one.
5. I will go before he comes back.
6. I will go after he comes back.
7. Five years have passed since he left this place.

Note (a)—Temporal Conjunctions and Tense

Principal Clause में Future Tense रहने पर भी while/when/till/until/as

soon as/before/after आदि समयसूचक conjunctions से आरम्भ होनेवाले clauses में Present Simple या Present Perfect Tense का प्रयोग होता है, Future Tense का नहीं। यह भी देखें कि after के बाद साधारणत: Present Perfect आता है, Present Simple नहीं; जैसे—

1. I will go out when the rain stops.
2. You should not get off the bus till it stops.
3. I will see you before I leave for home.
4. I will stay until you finish (have finished) writing.
5. I will return the book as soon as you need it.
6. I will buy a book after he has come back.

Note (b)—When and While

When का अर्थ होता है 'जब' और while का 'जब तक'। इसलिए when का प्रयोग तब होता है जब एक कार्य समाप्त होता है और दूसरा आरम्भ होता है, पर जब दो कार्य एक साथ जारी रहते हैं, तो while का प्रयोग होता है; जैसे—

1. He saw a snake when he awoke.
2. While there is life there is hope.
3. While I write, he sits by me.

Note (c)—Since

Conjunction की भाँति प्रयुक्त होने पर Since से कारण (cause) का बोध होता है और इसका प्रयोग 'क्योंकि' (because) के अर्थ में होता है; जैसे—

Since he is ill, he is absent.

Since से समय (time) का भी बोध होता है और इसका अर्थ होता है जबसे (from the time when) या 'उस समय से'। ऐसे वाक्यों में since के प्रयोग से सम्बन्धित इन नियमों का ध्यान रखें—

(i) Principal Clause में Present Perfect Tense का प्रयोग होता है।

(ii) Principal Clause में एक ऐसे समय-सूचक शब्द का प्रयोग होता है जिससे Period of Time (कितने समय से) का बोध होता है।

(iii) Since+clause में Past Simple Tense का प्रयोग होता है; जैसे—

1. Seven years *have passed* since I *came here.*
2. Ten years *have passed* since *my father died.*

यहाँ Principal Clause में Present Perfect का प्रयोग हुआ है और seven years/ten years से Period of Time का बोध होता है। यह भी देखें कि since से आरम्भ होने वाले clauses—since I came और since my father died—में Past Simple का प्रयोग हुआ है।

अब, इन वाक्यों को देखें—

1. Seven years *passed* since I came here.
2. Ten years have passed since my mother *had died.*

यहाँ पहले वाक्य में Principal Clause में Period of Time का प्रयोग तो हुआ है पर Present Perfect के बदले Past Indefinite का। अतः यह अशुद्ध है। दूसरे वाक्य में Principal Clause में Period of Time का प्रयोग हुआ है और Present Perfect का भी, पर Since-Clause में Past Simple के बदले Past Perfect का, जो अशुद्ध है।

कुछ और वाक्य लें—

1. Twelve hours have passed since the patient *had fallen* asleep.
2. Eight years have passed since I *had gone* there.
3. A year *passed* since his brother came.

यहाँ पहले दोनों वाक्यों में since के पहले Period of Time का प्रयोग हुआ है और Present Perfect का भी, पर since के बाद Past Simple के बदले Past Perfect का प्रयोग कर दिया गया है, जो गलत है। यहाँ had fallen के बदले fell और had gone के बदले went का प्रयोग होना चाहिए। तीसरे वाक्य में since के पहले Present Perfect के बदले Past Simple का प्रयोग कर दिया गया है। यहाँ passed के बदले has passed होना चाहिए।

Note—ऐसे Principal Clauses में It is का भी प्रयोग होता है—
It is......since; जैसे—

1. It *is* a month since his father died.
2. It *is a* week since the holidays began.
3. It *is* ten years since she was married.

इन वाक्यों में is के बदले *was/has been* का प्रयोग अशुद्ध होता।

अब, इन वाक्यों को लें—

1. It is a year since I *have seen* him.
2. It is a week since he *has left* India.

इन वाक्यों में have seen के बदले saw और has left के बदले left का प्रयोग होना चाहिए।

Note—Since + Clause में Present Perfect Tense का प्रयोग होता है जब Since + Clause से यह बोध हो कि जो काम भूतकाल में आरम्भ हुआ था वह वर्त्तमानकाल में जारी है; जैसे—

1. He has not seen me since I *have been* ill.
2. I haven't helped him since he *has been* here.

EXERCISE

***Fill in the blanks with a word given in brackets*—**

1. I will buy a new suit before I———for Madras. (leave, will leave)
2. You will be surprised when you———the sight. (see, will see)

3. I will close the doors as soon as he———back. (will come, comes)
4. She will buy a house after her husband———. (returns, will return)
5. Three years———since he joined this post. (passed, have passed)
6. It———a year since they were married. (is, was)

Rule XVI. Or/Or else

कभी-कभी or का अर्थ होता है 'नहीं तो' (if not) और इसके द्वारा वाक्यों को जोड़ा जाता है। कुछ वाक्यों में or पर जोर देने के लिए or else का प्रयोग होता है, केवल else का नहीं; जैसे—

1. Come soon or you won't get any help.
2. Come soon, or else you won't get any help.
3. Put your coat on, or else you will catch cold.

ऐसे वाक्यों में केवल or या or else का प्रयोग हो सकता है, केवल else का नहीं। इसलिए केवल or का प्रयोग करें या or else का।

EXERCISE

Join the following sentences with 'or else'

1. Hurry up. You will miss the train.
2. You must go home. If you don't, mother will get angry.

Rule XVII. As if/As though

इन दोनों का अर्थ होता है 'मानो' और इनसे शर्त या कल्पना का बोध होता है। इनके प्रयोग के सम्बन्ध में यह सदा याद रखें कि इनके बाद सदा Past Conditional Tense का प्रयोग होता है, Present या Future का नहीं—

These should invariably be followed by a past conditional, and not by a present form ('would', not 'will', 'could' not 'can', 'did' not 'does', 'was' or 'were' not 'is,' 'had gone' not 'has', 'knew' not 'knows'.

—FOWLER

इन वाक्यों को देखें—

1. He memorises *as if he were* a parrot.
2. It seems *as though he were* immortal.

इन वाक्यों में as if का प्रयोग शुद्ध है।

कुछ और वाक्य लें—

3. *You have been promised a text-book, and I perhaps ramble on* as if *we* had been *taken outdoor to study botany.* —EZRA POUND

4. *Do you know I feel* as though *I* were *split in two ?*

—DOSTOEVSKY

5. *I do not want to give the impression that I regard his earlier and his later work almost* **as if** *they* **had been** *written by two different men.* —T. S. ELIOT

6. *Act* **as if** *you* **were** *already happy, and that will tend to make you happy.* —DALE CARNEGIE

इन सभी वाक्यों में as if और as though के बाद Past Conditional Tense का प्रयोग बड़ी ही सतर्कता से हुआ है। आप भी ऐसा ही करें।

Note—As if/As though के साथ Present या Future Tense (Indicative Mood) का भी प्रयोग हो सकता है यदि कल्पना की मात्रा बहुत कम हो, पर यदि कल्पना की मात्रा बहुत अधिक हो तो केवल Past Tense का प्रयोग होता है। इस संबंध में इस मत पर विचार करें—

There is surely a distinction between '*He walks as if he were drunk*' (implying '*but he is not*') and '*He walks as if he is drunk,*' meaning '*He is drunk*', judging from the way he walks. Similarly, we have '*It looks as if it is going to rain*' (=It is going to rain, by the look of it), *It looks as though we shall have to do the work ourselves.* For these the indicative seems justifiable. —F. T. WOOD

इस नियम के अनुसार ये वाक्य शुद्ध हैं—

1. It looks as if he is mad. 2. It seems as if he is drunk.

EXERCISE

Correct or justify the following sentences—

(a) He behaves as if he is my master. (b) He pretends to read a book as if he does not know any thing about the matter. (c) It appears as if a fresh calamity will come. (d) It appears as if he is a king. (e) He moves as if he is a snail.

REFRESHER COURSE I

Correct the following sentences—

1. Several things have happened since I have joined this college.
2. He fled for life lest he might be arrested.
3. I shall not go except you permit me.
4. He boasts like his father does.
5. Directly the meeting commenced, a censure motion was moved.
6. Such dresses are seldom or ever used here.
7. He gave no more than he could help.
8. Scarcely had he slept than a thief broke into the house.
9. No sooner had he left but it started raining.
10. I do not know that how is he.
11. He is not only famous for his wealth but also for wisdom.

12. She sang when he played.
13. I am as rich or even richer than him.
14. Are you wiser than her ?
15. He not only reads English but also science.
16. He is richer but not so popular.
17. It is very much like I expected.
18. I would neither help or harm.
19. I am not sure whether she like me or no.
20. Do like he does.
21. No change took place since he has died.
22. Why do you not either read nor write ?
23. Fools are both found in Asia and Europe.
24. Did he only die yesterday ?
25. Does he not look as if he is a ghost ?
26. I cannot read nor write.
27. I have received no help, neither from her nor from him.

Hints—1. I joined; 2. he should be; 3. unless you; 4. like his father or as his father does; 5. as soon as the meeting; 6. seldom or never; 7. than he could not help; 8. when a thief; 9. than it; 10. do not know he is (not, as to how); 11. famous not only for his wealth; 12. while he; 13. as rich as or even richer than he; 14. than she; 15. reads not only English; 16. richer than......as I; 17. as I expected; 18. not harm; 19. or not; 20 like him or as he does; 21. has taken place since he died; 22. or write; 23. are found in both Asia and Europe or are found both in Asia and in Europe; 24. only yesterday; 25. he were; 26. or write; 27. either from her or from him.

REFRESHER COURSE II

Explain why the following sentences are correct or incorrect—

1. Until you remain idle, you will not pass.
2. No sooner he had died, but his sons quarrelled.
3. It has been now a year since he had left.
4. The crops will die before the rains will fall.
5. Scarcely he had returned before his wife was taken ill.
6. Not only he was injured but ruined.
7. He rose early, lest he might not be late.
8. It was a week since the holidays had begun.
9. I am not a liar like you are.
10. Sports are not only good for the body but also for the mind.
11. He behaves as if he is a child.
12. Let me know that whether you will return or not.
13. Tell me that how much the book cost you.
14. Both the teacher as well as the student was there.
15. Unless you are not careful you will fall into trouble.
16. Seven years passed since I have come here.
17. She told me that I will help you.
18. I will keep quiet until I will know all the facts.

REFRESHER COURSE III

Fill in the blanks with a conjunction from the box—

though	but	that	until
because	since	who	as soon as
whether	when	than	or unless

1. December is cold——June is hot.
2. ——he is poor, he is honest.
3. I am glad——he has passed.
4. I do not know the man——is here.
5. I could not go to college——it was raining.
6. No change has taken place——I came over here.
7. I will wait here——you come back.
8. Thieves fled for life——the police arrived.
9. I do not know——he will come next week.
10. Hardly had he left——his mother arrived.
11. No sooner did the thief see the police——he fled away.
12. I have no pen——pencil.
13. I doubt——he will come.
14. I will not go——he invites me.
15. I will tell you everything when you will come back.

■ ■ ■

NOUNS

TEST YOURSELF

Q. I. *Correct or justify the following sentences—*

1. He is a father of mine.
2. Our five-years plans are defective.
3. The gentries of the town have been invited.
4. She is a public woman of repute.
5. New furnitures and machineries have beed bought.
6. In his poetries Wordsworth has described lovely sceneries.
7. His mathematics are weak.
8. I am an examiner of the Patna and Bihar University.
9. The price of the book is three and a half rupees.
10. He is a virgin.
11. I have read Keats and Shelley's poems.
12. She is a fine sportswoman.
13. She is a lady-conductor.
14. The clergies and the nobilities have no respect to-day.
15. She is my cousin sister.
16. My little children are learning alphabets.
17. How many issues have you ?
18. This table is made of woods.
19. He bought three pairs of shoes.
20. Most of the M. A.'s are unemployed.
21. The poors and the sicks deserve help.
22. Boths are very lively.
23. The peasantry is still very poor.
24. This house is made of bricks.
25. He went to hunt tigers.
26. The barber's is too full of customers today.
27. The datas are correct.
28. He is a man of words.

Q. II. *Fill in the blanks with a noun/pronoun given in brackets—*

1. All the——————have been checked. [data, datas]
2. What are the——————of selection ? [criteria, criterions]
3. He has drawn up an——————for the meeting. [agendum, agenda]
4. I saw lovely——————in Kashmir. [scenes, sceneries]
5. He gave me several pieces of——————. [information, informations]
6. He is my——————. [cousin, cousin brother]
7. Everyone should do——————duties. [her, his, their]
8. She is a——————. [statesman, stateswoman]
9. She is a——————doctor. [lady, woman]
10. She is a——————. [chairman, chairwoman]
11. Indians have black——————. [hair, hairs]

CHAPTER VI

NOUNS

हिन्दी-उर्दू में संज्ञा के प्रयोग, लिंग-विचार की दृष्टि से, अँगरेजी की अपेक्षा कुछ अधिक कठिन हैं, पर हिन्दी-उर्दू में वचन के नियम अत्यन्त ही सरल हैं। इसके विपरीत, अँगरेजी में nouns के प्रयोग, लिंग-विचार की दृष्टि से, अत्यन्त सरल हैं, पर अँगरेजी में वचन के नियम कुछ टेढ़े-मेढ़े हैं। इन बातों का ध्यान रखकर हम यहाँ nouns के प्रयोग पर विचार करें।

Rule I. Numeral Adjective + Hyphen + Noun

यदि Definite Numeral Adjective और Noun को Hyphen (-) से जोड़कर Compound Word बनाया जाए, तो वह Noun सदा singular रहता है; जैसे—

1. I have two *five-rupee* notes.
2. You have a *ten-rupee* note.

यहाँ पहले वाक्य में Definite Numeral Adjective और Noun ('five' तथा 'rupee') को hyphen से जोड़कर एक शब्द (five-rupee) बनाया गया है। इसलिए Plural Adj. (five) के रहने पर भी Singular Noun (rupee) का प्रयोग हुआ है, Plural (rupees) का नहीं। इसी प्रकार, दूसरे वाक्य में ten और rupee को मिलाकर एक शब्द बनाया गया है 'ten-rupee'. यहाँ ten-rupees का प्रयोग नहीं हो सकता। याद रखें कि ऐसे वाक्यों में hyphen के बाद आने वाला Noun singular रहता है; पर hyphen नहीं रहने पर वह Noun plural हो जाता है; जैसे—

1. You have twenty *rupees*.
2. I have two ten-*rupee* notes.
3. It is three *feet* in length.
4. It is a three *foot* rule.
5. It is fifty *feet* in width.
6. It is a fifty-*foot* tape.
7. This is a *three-man* team.
8. This is a *five-year* plan.

अब इस वाक्य को देखें—

......and the only money I ever hoarded was money that I had no time to spend within the narrow compass of a **twentyfour hours** *day.*

—ROBERT LYND

यहाँ hours के बदले hour का प्रयोग होना चाहिए। यह छपाई की भूल है या असावधानी? कारण जो भी हो, यहाँ hours के बदले hour का प्रयोग आवश्यक है।

EXERCISE

Correct the following sentences—

(a) He is a fifty-years old man. (b) It is a five-pounds weight. (c) It is a

seven-men committee. (d) There was a hree-hours sitting. (e) The five-men subcommittee had a two hours conference this morning. (f) The Second Five-Years Plan is good. (g) India cannot accept the two-nations theory. (h) An all-parties conference was held to consider the food problem. (i) There is two-ways traffic here.

Hints—(a) fifty-year; (b) five-pound; (c) seven-man; (d) three-hour; (e) five man......two-hour......; (f) Five-Year; (g) two-nation; (h) all-party; (i) two-way.

Rule II. Nouns Singular in form but Plural in use

कुछ Nouns ऐसे होते हैं जिनका प्रयोग plural अर्थ में होता है, यद्यपि देखने में ये singular मालूम पड़ते हैं। इसलिए '*s*' या '*ies*' लगाकर इन्हें plural नहीं बनाया जा सकता। ये Nouns हैं—

admiralty, cavalry, clergy, gentry, infantry, nobility,

poultry, peasantry, yeomanry, children; जैसे—

1. The *clergy have* always stood in the way of progress.
2. The *nobility have* oppressed the *peasantry* in several ways.

अब इन वाक्यों को देखें—

1. The gentries have come. 2. The infantries are ready.

यहाँ gentries के बदले gentry और infantries के बदले infantry का प्रयोग होना चाहिए।

Note (a)—cattle, swine, vermin, mankind, police तथा public दोनों ही वचनों में प्रयुक्त होते हैं, यद्यपि इनका रूप दोनों ही वचनों में समान रहता है। इनमें 's' लगाकर इन्हें plural नहीं बनाया जाता। इसलिए plural अर्थ में भी cattle का cattles, police का polices और public का publics नहीं होता।

Note (b)—इनके प्रयोग के सम्बन्ध में कुछ लोगों के मन में एक भ्रम है कि ये सदा plural अर्थ में ही प्रयुक्त होते हैं, singular में नहीं पर यह ठीक नहीं। आप इन वाक्यों को देखें जिनके लेखक महान् विद्वान् हैं—

1. *The cattle* is *sold. The cattle* are *in the hay,* —FOWLER
2. *These swine* are *a nuisance. He* is *a dirty swine.* —FOWLER
3. *The British public* was *elated rather than dismayed,* —H. G. WELLS
4. *Mankind is collectively engaged under the guidance of fools and with the ingenuity of slaves in exterminating itself.* —BERTRAND RUSSELL
5. ....*at present mankind* is *demented.* —H. G. WELLS
6. *These vermin* are *an incessant torment. Such a vermin as you.* —FOWLER

इन उदाहरणों से यह स्पष्ट है कि इनका प्रयोग दोनों ही वचनों में होता है।

Note (c)—People का प्रयोग 'आदमी' के अर्थ में सदा plural number में होता है, पर 'राष्ट्र' के अर्थ में singular, क्योंकि ऐसी हालत में इसके पहले a का प्रयोग होता है, जैसे—a people. 'राष्ट्र' के अर्थ में people का plural हो जाता है peoples, पर 'आदमी' के अर्थ में people को peoples करना भूल है।

EXERCISE

Corr ct the following sentences—

(a) The peoples of India are marching ahead. (b) The people of Russia is hard-working. (c) The gentry of the town has assembled here. (d) Our peasantry is very poor. (e) These cattles are mine. (f) The infantries were ordered to march on. (g) Childrens are playing.

Hints—(a) people; (b) are; (c) have; (d) are; (e) cattle; (f) infantry; (g) children.

Rule III. Nouns Plural in form but Singular in use

कुछ Nouns ऐसे होते हैं जिनके अन्त में 's' रहता है, और इसलिए वे plural मालूम पड़ते हैं, पर वास्तव में हैं singular; जैसे—news, gallows और summons.

1. This news *is* bad. 2. A summons *has* been issued.

अतः ये वाक्य अशुद्ध हैं—

1. The news *have* spread quickly.
2. Summons *have* not yet been served on him.

Note—कुछ लोग news का प्रयोग दोनों ही वचनों में कर बैठते हैं, जो आधुनिक प्रयोग के विपरीत है—

The number varied (*The news* is *bad*, are *bad*) *for more than two centuries, but has now settled down permanently as singular.*

—FOWLER

Rule IV. Nouns always Plural

कुछ Nouns के अन्त में *s* आता है और ये सदा plural रहते हैं। ये हैं—

aborigins, alms, amends ,annals, archives, ashes, arrears, athele-tics, auspices, bellows, belongings, breeches, bowels, braces, bino-culars, billiards, brains, customs, cards, drawers, dregs, eaves, earnings, entrails, embers, fetters, fireworks, funds, glasses, guts, greens, knickness, lodgings, lees, mumps, measles, nuptials, odds, outskirts, pantaloons, pants, pioneers, particulars, proceeds, procee-dings, regards, riches, remains, seals, savings, shambles, shears, scis-sors, spectacles, stairs, surroundings, tidings, troops, trousers, tongs, tactics, thanks, victuals, vegetables, valuables, wages, works (कृतियाँ).

इन वाक्यों को लें—

1. His earnings are small. 2. All his valuables were stolen away.

ध्यान दें कि—

(a)—ऐसे Nouns के अन्त में *s* अवश्य आता है। इसलिए *s* को हटाकर इन्हें singular नहीं बनाया जाता।

(b)—ऐसे Noun को singular बनाकर इनके पहले a/an का प्रयोग नहीं किया जाता।

इसलिए ये वाक्य अशुद्ध हैं—

I gave him an alm. He is a man of gut.

Note (a)—Innings का प्रयोग दोनों ही वचनों में होता है—

The plural 'Inningses' is colloquial only, 'innings' (originally plural) being used for either number—an innings, or several innings.

—FOWLER

इसलिए नेसफिल्ड (Nesfield) साहब का यह कहना—"*It is always used as a singular*"—ठीक नहीं जँचता।

Note (b)—Means के वचन पर प्रकाश डालते हुए नेसफिल्ड (Nesfield) साहब ने कहा है—

This is now almost always used as singular.

पर एक दूसरे आचार्य का मत है—

In the sense 'income' etc. 'means' always takes a Plural Verb—My means **were** *(never 'was') much reduced.' In the sense 'way to an end' etc.* **means** *takes a Singular Verb;* **means** *can be treated as either Singular or Plural—all means (Pl.), every means (Sing.).* —FOWLER

मेरा विचार है कि आप फाउलर साहब के मतानुसार चलें। यदि means का अर्थ 'आमदनी' हो, तो उसे plural में प्रयोग करें, पर यदि means के पहले a या every का प्रयोग हो (a means, every means) तो उसे शुद्ध singular मानें। यदि means के पहले a या every का प्रयोग नहीं हो, तो उसका प्रयोग 'तरीका' के अर्थ में आप singular या plural जिसमें चाहें, कर सकते हैं—

The means **do not** *or* **does not** *justify the end. The end is good but the means* **are**, *or* **is** *bad.* —FOWLER

EXERCISE

Correct the following sentences—

(a) My means is small. (b) The house was reduced to an ashes. (c) Thanks is due to him. (d) Where is your spectacles ? (e) His bowel is loose today. (f) Riches has wings. (g) I like vegetable. (h) The thief is in fetter. (i) Shear has been purchased for my garden. (j) He is suffering from measle.

Hints—(a) are; (b) to ashes; (c) are; (d) are; (e) bowels are; (f) have; (g) vegetables; (h) fetters; (i) shears have been; (j) measles.

Rule V. Nouns always Singular

कुछ Nouns सदा singular रहते हैं। ये हैं—

poetry, scenery, machinery, drapery, stationery, jewellery, sultery, crockery, luggage, baggage, knowledge, postage, breakage, haltage, wastage, percentage, foolish, rubbish, dirt, dust, information, furniture, traffic, clothing, money, music, coffee.

इन वाक्यों को देखें—

1. Tagore's poetry is immortal.
2. I saw lovely scenery in Nepal.
3. I am fond of music.
4. He bought new machinery.

ध्यान दें कि—

(a)—ऐसे Nouns का plural नहीं होता।

(b)—ऐसे Nouns के पहले a/an का प्रयोग नहीं होता।

(c)—ऐसे निश्चित Nouns के पहले the का प्रयोग होता है। जब ये किसी Preposition/Adjective clause के पहले आते हैं; जैसे—

1. The poetry of Tagore is immortal.
2. The poetry Tagore wrote is immortal.

इसलिए ये वाक्य अशुद्ध हैं—

1. Tagore's poetries are great.
2. I saw lovely sceneries in Nepal.
3. I am fond of a music.
4. He bought new machineries.
5. He gave me several informations.
6. These crokeries are costly.
7. He has several furnitures.
8. There were heavy traffics on the road.

ध्यान दें कि—

(i)—Singular अर्थ में ऐसे Nouns के पहले an item of/an article of/a piece of का प्रयोग होता है।

(ii)—Plural अर्थ में ऐसे Nouns के पहले items of/articles of/kinds of/pieces of का प्रयोग होता है।

(iii)—'बहुत' अर्थात् मात्रा के अर्थ में, ऐसे Nouns के पहले much/some/little/most/a lot of आदि Adjective of quantity का प्रयोग होता है। ऐसे Nouns के साथ Adjective of Number (few, many/several) का प्रयोग उचित नहीं है।

इन वाक्यों को लें—

1. This is a piece of poetry.
2. He gave me a piece of information.
3. He has several articles of furniture.
4. He gave me a lot of information.

Note (a)—Number of *hair/work/word*.

जब hair का प्रयोग सामान्य अर्थ में होता है, तब इसका plural नहीं होता। पर जब इसका प्रयोग, विशेष अर्थ में, Countable Noun की तरह होता है, तब इसका plural होता है—*hairs*; जैसे—

1. Her hair is dark. 2. I had my hair cut.
3. There are only two grey hairs on his head now.

जब work का सामान्य प्रयोग होता है और इसका अर्थ होता है काम/कार्य, तब इसका plural नहीं होता। पर जब work का अर्थ होता है कृति (मानसिक या काल्पनिक उपज) तब इसका plural होता है—*works*; जैसे—

1. He is without work. 2. He is fond of hard work.
3. The works of Tulsidas are immortal.

जब word का अर्थ होता है संदेश या पक्की बात (प्रतिज्ञा) तब इसका plural नहीं होता। पर जब word का अर्थ होता है शब्द, तब इसका plural होता है—*words*; जैसे—

1. He sent me word. 2. He is a man of word.
3. Use these words in sentences.

Note (b)—Number of *brick/stone*.

जब इनसे वस्तु/पदार्थ का बोध होता है, तब इनका plural नहीं होता; जैसे—

1. This house is made of brick.
2. That house is made of stone.

Note (c)—Number of the names of birds/animals.

जब शिकार (hunting) के सम्बन्ध में किसी पशु-पक्षी का नाम आए, तो इसका प्रयोग सदा singular में होता है। पर इसके पहले a/an/the नहीं आता, जैसे—

1. I went to hunt elephant.
2. He wanted to shoot wild duck.

Rule VI. Nouns with one meaning in singular but another in plural

इन्हें देखें—

1. abuse [दुरुपयोग]—abuses [कुरीतियाँ]

2. advice [राय/परामर्श]—advices [सूचनाएँ]
3. air [हवा]—airs [दिखावटी आचरण]
4. alphabet [वर्णमाला]—alphabets [भाषाएँ]
5. compass [सीमा]—compasses [एक यन्त्र]
6. good [लाभ]—goods [माल, सामान]
7. force [शक्ति]—forces [सेना]
8. iron [लोहा]—irons [कड़ी, जंजीर]
9. return [वापसी]—returns [हिसाब-किताब]
10. sand [बालू]—sands [रेगिस्तान]
11. water [पानी]—waters [समुद्र]
12. wood [लकड़ी]—woods [जंगल]

इसलिए अर्थ की दृष्टि से, ये वाक्य अशुद्ध हैं—

1. We can't live without airs.
2. The table is made of woods.
3. This child is learning alphabets.
4. Man can't live without waters.

Rule VII. Nouns in the same form in both Numbers

कुछ Nouns का प्रयोग दोनों ही Numbers में होता है, पर इनका रूप (form) सदा एक-सा रहता है। ये हैं—

sheep, deer, cattle, swine, salmon, yoke, brace, gross, stone, hundredweight, pice, police, public, means, innings, series and species.

इनमें 's' लगाकर इन्हें plural बनाने का प्रयत्न न करें। इन वाक्यों को देखें—

1. He has five *sheeps* and seven *deers*.
2. You have three *yokes* of oxen and four *braces* of bird.

इन वाक्यों में sheeps/deers/yokes/braces के बदले sheep/deer/yoke/brace का प्रयोग होना चाहिए।

Note—आजकल police का प्रयोग plural में ही अधिक प्रचलित है।

Rule. VIII. Numeral Adjective and the Noun

कुछ Nouns ऐसे होते हैं जो Definite Numeral Adjective (निश्चित संख्या-सूचक विशेषण) के बाद आने पर सदा singular रहते हैं, पर Indefinite Number (अनिश्चित संख्या) का बोध कराने पर plural भी बन सकते हैं; जैसे—

pair, dozen, stone, hundred, thousand,
score, gross, hundredweight.

इन्हें देखें—

five dozen pens; six stone weight; three hundred rupees;
four thousand rupees; two score; two pair of shoes.

इन सभी Nouns के पहले Definite Numerals (निश्चित संख्यासूचक शब्द) आये हैं।

इसलिए five dozens, six stones, three hundreds, four thousands इत्यादि तरह के प्रयोग अशुद्ध हैं। यदि इनसे अनिश्चित संख्या का बोध हो तो इनका plural अवश्य होता है; जैसे—

dozens of pens; hundreds of boys; in hundreds;
scores of men; thousands of books; in thousands;
several pairs of shoes; millions of men; in millions.

EXERCISE

Correct the following sentences—

(a) I have three dozens pins. (b) How many pair of shoes do you require? (c) There are two thousands boys in our college. (d) I have three hundreds books.

Hints—(a) dozen, (b) pairs, (c) two thousand, (d) three hundred.

Rule IX. Nouns ending in 'ics'

कुछ Nouns ऐसे होते हैं जिनके अन्त में 'ics' आता है; जैसे—

mathematics, politics, classics, economics, ethics.

ऐसे शब्दों के Number के विषय में इस मत का ध्यान रखें—

This is not so simple a matter as it is sometimes thought........ The rules that seem to emerge are (i) Singular for the name of a science strictly so used; (ii) Plural for those names more loosely used, e.g. for a manifestation of qualities, often recognizable by the presence of 'his', 'the' etc.—His mathematics are *weak. Such ethics* are *abominable. The acoustics of the hall* are *faulty. (iii) The presence of a Singular noun complement often makes the verb singular—Mathematics, or even Athletics,* is *his strong point.* —FOWLER

फाउलर साहब का मत है कि इन शब्दों का (जिनके अन्त में 'ics' रहता है) प्रयोग singular में होना चाहिए, यदि इनसे किसी 'विषय के नाम' का बोध होता हो; जैसे—

1. Physics *is* taught even in schools today.
2. Mathematics *requires* practice.

पर इनका प्रयोग plural में होना चाहिए, यदि इनसे 'गुणों' (quality or property) का बोध हो; जैसे—

1. His mathematics *are* weak.
2. Most men's politics *sit* much too loosely about them.

इन दोनों वाक्यों में mathematics/politics का प्रयोग plural में हुआ है, क्योंकि इनसे किसी विषय का बोध नहीं होता बल्कि mathematical qualities/political qualities का बोध होता है। अब इन वाक्यों को देखें—

1. Mathematics *is* his favourite subject.
2. Politics *is* an interesting subject.

इन वाक्यों में mathematics और politics से किसी विषय का बोध होता है; इसलिए इनका प्रयोग singular में हुआ है। अब देखें एक वाक्य जिसमें politics का प्रयोग (political qualities के अर्थ में) plural में हुआ है; जो शुद्ध है—

Politics **are** *the outcome rather than the cause of social change.*
—G. M. TREVELYAN

EXERCISE

Correct the following sentences—

(a) Metaphysics are taught at the B. A. stages. (b) Classics are my favourite subject. (c) Physics deal with Heat, Light and Sound. (d) Mathematics are difficult to learn.

Hints—Use Singular Verbs in all the sentences.

Rule X. Plural of letters, figures and abbreviations

1. Nouns और Pronouns के अतिरिक्त अन्य शब्दों का plural साधारणतः नहीं होता। फिर भी, विशेष अर्थ में हम उनका plural *'s* लगाकर बना सकते हैं; जैसे—

if—if's; but—but's; shall—shall's; will—will's.
I do not like your if's and but's.

2. किसी Letter (अक्षर) का plural *'s* लगाकर बनाया जाता है; जैसे—

p—p's; l—l's.
This word is full of p's and l's.

3. संख्या का plural *'s* लगाकर बनाया जाता है, यदि उसे अंक (figure) में लिखा जाए, शब्दों में नहीं; जैसे—

5—5's; 10—10's; 3's
Your 5's are like 3's.

4. कुछ abbreviations (संक्षिप्त शब्द) का plural उनके पहले letter को दुहराने से बनता है; जैसे—

p—pp [pages] l—ll [lines]

यहाँ p का अर्थ है page और pp का अर्थ है pages. इसी प्रकार, l से line का बोध होता है और ll से lines का।

5. कुछ abbreviations (संक्षिप्त शब्द) का plural *s* लगाने से बनता है, जब उनसे किसी व्यक्ति का बोध होता है; जैसे—

M. P.—M. P.s; M. A.—M. A.s; B. A.—B. A.s.

1. Most of our M. P.s are not honest.
2. Most of the B. A.s are unemployed.

यहाँ M. P. का अर्थ है Member of Parliament, और B. A. का Bachelor

of Arts. इन शब्दों से किसी व्यक्ति का वोध होता है।

Note—यदि ऐसे शब्दों से degree (उपाधि) का वोध होता हो, तो उनका plural *'s* लगाकर वनाया जाता है; जैसे—

B. A.—B. A.'s (degree); M. A.—M. A.'s (degree).

6. Proper Nouns का plural तो साधारणतः नहीं होता पर विशेष अर्थ में यदि उनका plural वनाना हो तों *s* लगाकर plural वनाया जा सकता है; जैसे—

Mary—Marys (not *Maries*); Henry—Henrys (not *Henries*).

1. There are several Marys and Henrys in this town.
2. These Miltons and Shelleys write rubbish.

EXERCISE

Correct the following sentences—

(a) These M. P.'s are honest. (b) Your 7s are like 9s. (c) Most of the M. A.'s are unemployed.

Rule XI. Latin Nouns ending in 'um'

(a)—*um*=*a*. Latin के कुछ एकवचन शब्द ऐसे होते हैं जिनके अंत में *um* आता है। उनका बहुवचन 'um' के बदले 'a' का प्रयोग करके वनाया जाता है, उनमें 's' लगाकर नहीं; जैसे—

agendum—agenda; addendum—addenda; datum—data; dictum—dicta; ovum—ova; erratum—errata; memorandum—memoranda; medium—media; stratum—strata.

Note (a)—आधुनिक अंगरेजी में agenda और data का प्रयोग singular और plural दोनों ही में होता है। Agendum और datum का प्रयोग अब होता ही नहीं। इन वाक्यों को लें—

1. The *agenda has* been drawn up.
2. The *agenda* were drawn up.
3. The data *is* insufficient.
4. What are the data ?

आजकल memorandum के दो बहुवचन रूप होते हैं—memoranda तथा memorandums किन्तु memoranda अधिक प्रचलित है।

आजकल लोग इस प्रकार नहीं लिखते—The agendum has been drawn up. कुछ लोग agendas और datas का भी प्रयोग कर वैठते हैं, जो भद्दी भूल है।

Note (b)—Medium का अर्थ जब means या agency होता है तब इसका plural 'media' होता है, पर आध्यात्मिक अर्थ (spiritualistic sense) में mediums होता है,

media नहीं—

In the spiritualistic sense, the plural is always 'mediums'.

—FOWLER

(b).—*um=um+s*—Latin के कुछ ऐसे शब्द हैं जिनके अन्त में 'um' आता है। इनका बहुवचन 'um' में 's' लगाकर बनाया जाता है, 'um' के बदले 'a' का प्रयोग करके नहीं; जैसे—

asylum—asylums; decorum—decorums; forum—forums; harmonium—harmoniums; museum—museums; nostrum—nostrums; pendulum—pendulums; petroleum—petroleums; pomatum—pomatums; premium—premiums; quorum—quorums.

Note—Premiums के बदले **premia** का प्रयोग उचित नहीं है। हाँ, **formula** के दो बहुवचन रूप होते हैं—**formulas** और **formulae.** पर साधारणतः **formulas** का प्रयोग होता है और विज्ञान के क्षेत्र में **formulae** का।

EXERCISE

Correct the following sentences—

(a) Collect all the datas carefully in support of your dictas. (b) Can you test these stratas of the earth? (c) The pendula of these clocks are not in order. (d) What memorandums have been prepared? (e) Do you know the agendums of the meeting?

Hints—(a) data......dicta, (b) strata, (c) pendulums, (d) memoranda. (e) agenda.

Rule XII. Latin Nouns ending in 'us'

कुछ ऐसे **Latin** शब्द हैं जिनके अन्त में **'us'** रहता है। इनका बहुवचन **'us'** को **'i'** में बदल देने से बनता है; जैसे—

alumnus—alumni; locus—loci; fungus—fungi; genius—genii; radius—radii; terminus—termini; syllabus—syllabi.

Note—Genius का बहुवचन 'प्रतिभाशाली व्यक्ति' के अर्थ में **geniuses** होता है, **genii** नहीं। **Syllabus** का बहुवचन **Syllabuses** भी होता है और वास्तव में यह **syllabi** की अपेक्षा अधिक लोकप्रिय है।

Rule XIII. Greek Nouns ending in 'is' or 'on'

(a)—Greek के कुछ शब्द ऐसे हैं जिनके अन्त में **'is'** रहता है। इनका बहुवचन **'s'** को **'es'** में बदल देने से बनता है; जैसे—

analysis—analyses; basis—bases; crisis—crises; hypothesis—hypotheses; oasis—oases; parenthesis—parentheses; thesis—theses.

(b)—कुछ ऐसे भी **Greek** शब्द हैं जिनके अन्त में **'on'** रहता है। इनका

बहुवचन 'on' को 'a' में बदलने से बनता है; जैसे—

criterion—criteria; phenomenon—phenomena.

EXERCISE

Correct the following sentences—

(a) Our country is proud of great genii like Gandhi and Nehru. (b) Our country is facing many crisises. (c) Most of the thesises are worthless. (d) It is a wonderful phenomena. (e) What are the criterions of selection ? (f) There are not many oasises in a desert. (g) Wonderful phenomenons have suddenly appeared.

Hints—(a) geniuses; (b) crises; (c) theses; (d) phenomenon; (e) criteria; (f) oases; (g) phenomena.

Rule XIV. Noun+prep.+noun (repeated)

यदि किसी Noun को Preposition के बाद दुहराया जाए तो वह Noun (जो Preposition के पहले और बाद में आता है) Singular Number में रहता है; जैसे—

Noun+Preposition+Noun (repeated)

1. City *after* city was destroyed.
2. Row *upon* row of delicate green is soothing to the eyes.
3. Ship *after* ship is sailing by.
4. One hour *after* another (hour) is passing away.
5. He begged from door *to* door.

इन वाक्यों में after/upon के पहले तथा बाद आने वाले Nouns को singular number में रखा गया है, जो शुद्ध है। इसलिए ऐसा न लिखें—

1. Cities after cities were destroyed.
2. Rows upon rows of delicate green are soothing to the eyes.
3. Ships after ships are sailing by.
4. Hours after hours are passing.

Rule XV. Article, Adjective and Noun

यदि and से संयुक्त सभी Adjectives के बाद एक ही Noun का प्रयोग हो और केवल एक ही Adjective के पहले Article आए, तो वह Noun plural number में रहता है। पर यदि प्रत्येक Adjective के पहले Article का प्रयोग हो, तो वह Noun singular number में रहता है; जैसे—

1. I am an examiner of *the* Patna and Bihar *Universities.*
2. I am an examiner of *the* Patna and *the* Bihar *University.*

यहाँ Patna/Bihar का प्रयोग Adjective की भाँति हुआ है जो and से संयुक्त हैं। पहले वाक्य में एक ही Adjective (Patna) के पहले Article आया है। इसलिए यहाँ Plural Noun (Universities) का प्रयोग हुआ है। पर दूसरे वाक्य में इन दोनों Adjectives (Patna और Bihar) के पहले Article आया है। इसलिए यहाँ Noun (University) singular है। यदि पहले वाक्य में Singular Noun का प्रयोग हो जाता और

दूसरे में Plural का, तो वह अशुद्ध हो जाता। इसकी चर्चा Numeral Adjective के Rule II के प्रसंग में भी हुई है।

EXERCISE

Correct the following sentences—

(a) The Chancellor of the Patna and Bihar University came to our college.
(b) The Chancellor of the Patna and the Bihar Universities came to our college.
(c) I very much like the literature of the 16th and the 17th centuries.

Hints—(a) universities, (b) university, (c) century.

Rule XVI. Numeral Adjective + Fraction and the Noun

यदि Numeral Adjective के बाद 'a half' या 'a quarter' आए, तो Noun को (Numeral Adjective के Number को ध्यान में रखकर) Numeral Adjective के बाद रखें और उस Noun के बाद 'a half' या 'a quarter' को; जैसे—

1. I have *one* rupee *and a half.*
2. You have *two* rupees *and a half.*

इन वाक्यों में Numeral Adjectives क्रमशः one और two का प्रयोग हुआ है, जिनमें 'one' singular है और 'two' plural. इसलिए पहले वाक्य में one के बाद 'rupee' आया है, और rupee के बाद 'a half', दूसरे वाक्य में Plural Noun 'rupees' को Numeral Adjective के बाद रखा गया है और rupees के बाद 'a half' को। अब इन वाक्यों को देखें—

1. I have one and a half rupees.
2. You have two and a half rupees.

ये अशुद्ध हैं, क्योंकि यहाँ Noun को Adjective के बाद रखने के बदले 'a half' के बाद रख दिया गया है। कुछ और उदाहरण लें—

1. I gave him three and a quarter mangoes.
2. The meeting was held for two and a half hours.

इन वाक्यों में भी Noun को क्रमशः 'a quarter' तथा 'a half' के बाद रखा गया है जो शुद्ध नहीं। इन्हें Adjective के बाद इस प्रकार रखना चाहिए—

1. I gave him *three* mangoes *and a quarter.*
2. The meeting was held for *two* hours *and a half.*

याद रखें कि ऐसे वाक्यों की बनावट इस प्रकार की होती है—

Numeral Adjective + Noun + Fraction.

इसलिए इस नियम के अनुसार यह वाक्य अशुद्ध है—

....between 1801 and 1831 the inhabitants of England, Wales and Scotland rose from eleven to sixteen and a **half millions.**

—G. M. TREVELYAN

यहाँ sixteen and a half millions के बदले sixteen million and a half होना चाहिए।

Note—यदि Numeral Adjective तथा Fraction (a half या a quarter) को and से जोड़कर इसका प्रयोग गुणा करने (multiply) के अर्थ में हो, तो वह Noun plural number में 'a half' या 'a quarter' के बाद आता है, Numeral Adjective के बाद नहीं; जैसे—

1. *One and a half* times. 2. *Two and a half* times.

हम ऐसा नहीं लिख सकते—

1. One time and a half. 2. Two times and a half.

EXERCISE

Correct the following sentences—

(a) The length of this table is one and half feet. (b) This pen has cost me seven and a quarter rupees. (c) The Britishers ruled India for two and a half centuries. (d) It is three times and a half as large as that.

Hints—(a) one foot and a half, (b) seven rupees and a quarter, (c) two centuries and a half, (d) three and a half times as large as that.

Rule XVII. Adjectives used as Plural Nouns

(a)—यदि Adjective का प्रयोग Plural Noun की भाँति हो, तो उसके पहले the आता है। इसलिए 's' या 'es' लगाकर उसे plural बनाना भद्दी भूल है। इन वाक्यों को लें—

1. The *poor* and the *sick* were helped.
2. The *poors* and the *sicks* were helped.

यहाँ पहला वाक्य शुद्ध है, पर दूसरा अशुद्ध। क्यों? इसलिए कि दूसरे वाक्य में poor और sick जो Adjectives हैं उनका plural 's' लगाकर बना दिया गया है।

(b)—कुछ Adjectives ऐसे हैं जिनके बाद '*things*' छिपा रहता है और इसलिए इनका प्रयोग एक plural noun की तरह होता है। ये हैं—

bitters, sweets. essentials, particulars, valuables, moveables, necessaries, breakables, disagreeables, explosives, goods, dues, odds, bygones.

इन वाक्यों को देखें—

1. One has to taste the sweets and bitters of life.
2. All his valuables (moveables) were sold away.
3. The essentials (necessaries) of life must be available to all.
4. All the dues have been paid.

EXERCISE

Correct the following sentences—

(a) The lames and the blinds deserve our sympathy. (b) Neither the poors nor the riches can escape death (c) The sicks are not properly looked after in hospitals. (d) The particular was supplied. (e) The odd was overçome.

Hints—(a) The lame and the blind; (b) the poor......the rich; (c) the sick; (d) particulars were; (e) odds were.

Rule XVIII. Nouns and their Gender

(a)—जिस Noun को एक बार Masculine या Feminine या Neuter माना जाए, उसका वही gender आरम्भ से अन्त तक रहना चाहिए। उसको एक बार Masculine Gender में और इसके बाद Feminine और फिर तुरत ही Neuter में प्रयोग करना भयंकर भूल है। यदि आप spider को Masculine Gender मानते हैं, तो इसके लिए he/his/him का प्रयोग होना चाहिए, it/she/its/her का नहीं। देखिए, वाक्य में लेखक ने Noun के Gender के साथ कैसा खिलवाड़ किया है—

It is not only in regard to India that Denmark has been able to increase its *foreign trade; with western countries, too,* she *has increased* her *foreign trade considerably.*

—The Eastern Economist : Feb. 8, '57

यहाँ Denmark को एक बार neuter माना गया है, इसलिए its का प्रयोग हुआ है। पर तुरंत ही इसे feminine मानकर इसके लिए she/her का प्रयोग कर दिया गया है। ऐसा 'sex-change' कितनी भद्दी भूल है? आप इससे बचें और Noun/Pronoun के gender के बीच मेल (agreement) का सम्बन्ध इस प्रकार अवश्य स्थापित करें—

1. He is an actor. 2. She is an actress.

यहाँ पहले वाक्य में actress और दूसरे में actor का प्रयोग कितना हास्यास्पद होता!

EXERCISE

Match A with B, so as to make correct sentences—

A	*B*
She is a	hero
He is a	bride
She is my	nephew
He is your	niece
She is his	husband
He is her	wife

Rule XIX. Nouns/Pronouns of Common Gender

(a)—कुछ Nouns ऐसे हैं जो Common Gender (उभयलिंग) में रहते हैं, अर्थात् वे न तो शुद्ध Masculine हैं और न शुद्ध Feminine. ये Nouns हैं—

artist, author, student, reader, baby, teacher, servant, engineer, lawyer, advocate, clerk, client, worker, conductor, poet, speaker, writer, typist, cyclist, lecturer, professor, musician; politician, minister, leader, dealer, secretary, enemy, parent, relation, cousin, child, friend, orphan, neighbour, pupil, person, president, monarch, statesman, publicman, chairman, sportsman, chair person.

Distributive और Indefinite Pronouns भी Common Gender में रहते हैं; जैसे—

each, either, neither, everyone, no-one, nobody, anybody, everybody, somebody.

(b)—जब Common Gender के ऐसे Nouns/Pronouns का प्रयोग singular में होता है, तब इनके लिए Third Person Singular Pronoun और Masculine Gender (he/his/him) का प्रयोग होता है; जैसे—

1. Every teacher should do *his* duty.
2. Neither of them has done *his* duty.
3. Everyone should mind *his* own business.
4. No one should trouble *his* neighbour.

Note—ऐसे Nouns/Pronouns के साथ Gender के प्रयोग के सम्बन्ध में कुछ कठिनाई खड़ी हो जाती है, क्योंकि ये Common Gender (उभयलिंग) के हैं। इसलिए कुछ लोगों का कहना है कि ऐसी हालत में सिर्फ Masculine का प्रयोग ठीक नहीं जंचता। वे चाहते हैं कि पुरुष और नारी को समान अधिकार मिले और इसलिए ऐसे Nouns/Pronouns के साथ वाक्य की बनावट इस प्रकार की हो—

1. Every student should do *his or her* duty.
2. Everyone should do *his or her* duty.
3. No one should neglect *his or her* duty.

इस सम्बन्ध में इतना ही कहा जा सकता है कि ऐसे वाक्य अशुद्ध तो नहीं हैं, पर अस्वाभाविक अवश्य हैं। ऐसी भाषा कचहरी में ही अच्छी लग सकती है। इसलिए जहाँ कानून आदि की बात हो, वहाँ आप Common Gender को '*his or her*' के द्वारा स्पष्ट कर दें, पर साधारणतः केवल *he/his/him* से काम लें।

कुछ लोगों ने '*his or her*' के बदले 'their' का प्रयोग किया है, क्योंकि plural बना देने से Common Gender की समस्या ही टल जाती है और '*his or her*' लिखने की आफत भी नहीं आती; जैसे—

1. *Everyone* should do *their* duty.
2. *No one* should trouble *their* neighbour.

ऐसा प्रयोग कुछ अच्छे लेखकों ने भी किया है—

1. No one *will ever gauge or measure English poetry until* they

know how much of it, how full a gamut of its qualities is already there on the pages of Chaucer. —EZRA POUND

2. *The first phase of* **anyone's** *writing always shows* **them** *doing something* **they** *have heard or read.* —EZRA POUND

3. **Everybody** *was pleased to think how much* **they** *had always disliked Mr Darcey.* —JANE AUSTEN

इन वाक्यों में no one/anyone/everybody के लिए Plural Pronoun का प्रयोग किया गया है। ऐसे प्रयोगों को Prof. Bain ने अपनी पुस्तक *Higher English Grammar* में 'allowable' माना है जिसका अर्थ होता है कि ये प्रयोग अशुद्ध नहीं हैं। इस समस्या की चर्चा करते हुए कहा गया है—

There are three makeshifts—(a) 'Anybody can see for **himself** or **herself.'** *(b) 'Anybody can see for* **themselves.'** *(c) 'Anybody can see for* **himself.'** —FOWLER : MODERN ENGLISH USAGE

Fowler साहब ने इस समस्या के तीन समाधान निकाले हैं—(i) Common Gender के लिए 'his or her' का प्रयोग करें या (ii) उसे plural बना दें (iii) या उसके लिए Third Person Singular Masculine Pronoun का प्रयोग करें। Ezra Pound तथा Jane Austen ने plural बनाकर समस्या का समाधान किया है और इसीलिए Bain साहब ने ऐसे प्रयोग को अशुद्ध नहीं माना।

मेरे जानते ऐसी अवस्था में Plural Pronoun का प्रयोग अशुद्ध भले ही न हो, पर इससे कहीं अच्छा है Third Person Singular Masculine Pronoun (he/his/him) का प्रयोग। इसका कारण यह है कि एकवचन पुंल्लिग से पुंल्लिग और स्त्रीलिंग—दोनों का बोध होता है। यह एक सामान्य नियम है।' Fowler साहब ने भी ऐसा ही मत प्रकट किया है!

'C' *is here recommended. It involves the convention that where the matter of sex is not conspicuous or important* **'he'** *and* **'his'** *shall be allowed to represent a person......*

एक और आचार्य ने इस मत का समर्थन इस प्रकार किया है—

Use **his** *as common gender unless there is any real necessity to make the distinction—"Each member has paid his subscription"—not* his or her. —F. T. WOOD

आधुनिक प्रयोग और साहित्य में भी ऐसी अवस्था में Singular Masculine Pronoun का ही प्रयोग अधिक प्रचलित है—

1. **Everyone,** *I believe, can remember some moment in life when* **he** *was completely carried away by the work of any poet. Very likely* **he** *was carried away by several poets.....* —T. S. ELIOT

2. **Anyone** *who tries to write poetic drama even today should know that half of* **his** *energy must be exhausted in the effort to escape from ......the toils of Shakespeare.* —T. S. ELIOT

3. **Each** *must decide that question for* **himself.**

—VIRGINIA WOOLF

4. *That question* **each** *of us can answer, perhaps, for* **himself.**

——FOWLER : MODERN ENGLISH USAGE

इन लेखकों ने Common Gender के Singular Pronoun के लिए he/his/himself का प्रयोग किया है। मेरी राय है कि आप भी ऐसा ही करें और Pound तथा Austen की नकल कर Plural Pronoun का प्रयोग न करें।

(c)—यदि Common Gender के Nouns के पहले girl/woman/lady/female का प्रयोग (girl-friend, girl-student, female-child, woman-student, woman-teacher, woman doctor, woman conductor आदि) हो, तो इनके लिए Feminine Gender के Pronoun (her) का प्रयोग होना चाहिए। इन वाक्यों को देखें—

A girl-student should not neglect *her* home.

(d)—Common Gender के Nouns के पहले lady का प्रयोग हो या woman का ? इस सम्बन्ध में इन मतों पर विचार करें—

'Lady' prefixed to name indicating vocation as a mark of sex (lady doctor, author, clerk, etc.) is a cumbrous substitute for a feminine designation, which should be preferred when it exists or can be made; in default of that 'woman' or 'female' would be better than 'lady' not confusing the essential point with irrelevant suggestions of social position.

—FOWLER : MODERN ENGLISH USAGE

For the mere indication of sex use *woman* :
woman teacher, woman doctor, women students, women writers.

........*lady* is a courtsey term, and should be employed only (i) for direct address, and then only in the plural, as *Ladies and Gentlemen,* (ii) in the presence of the person concerned :

'Could you find this lady a seat, please? If any lady owns this watch, will she please come forward and claim it?

—F. T. WOOD : CURRENT ENGLISH USAGE

Wood साहब ने बहुत अच्छा समाधान निकाला है। इसलिए पेशे (profession) के अर्थ में woman doctor/teacher का प्रयोग होना चाहिए, पर शिष्टाचार की दृष्टि से उसे lady कहकर सम्बोधन (address) करना चाहिए। इसका अर्थ यह नहीं कि उसे lady doctor या lady teacher कहें। यहाँ एक बात ध्यान देने योग्य है। हिन्दी में महिला शिक्षक/महिला डाक्टर का ही प्रयोग होता है, औरत शिक्षक/डाक्टर का नहीं। यही कारण है कि भारत में woman doctor/woman teacher जैसे शब्द शिष्टाचार की दृष्टि से लोकप्रिय नहीं हो पाये हैं, पर हमें यहाँ अँगरेजों का ही शिष्टाचार अपनाना है न!

इसलिए आप इस प्रकार लिखें—

1. A woman doctor has been sent for [not, *lady doctor*].

2. A woman teacher teaches me English [not, *lady teacher*]
3. It is a women students' common room [not, *lady student's*]
4. Is it a women's college ? [not, *ladies' college*]

जब ऐसे nouns के लिए she का प्रयोग होता है तो woman की आवश्यकता ही नहीं पड़ती; जैसे—

1. She is a doctor. 2. She is a teacher.

ऐसे वाक्यों के she से ही sex का पता चल जाता है, तो woman की आवश्यकता ही क्या ?

EXERCISE

Correct the following sentences—

(a) India has rich mineral deposits and vast population and so it can be reasonably expected that she will be a great power in near future if all its resources are fully exploited for the implementation of her Second Five-Year Plan. (b) A reader should not blindly accept everything she finds in a book. (c) A husband must love her wife and a wife must love his husband. (d) He does not care for her daughter. (e) She is a lady doctor. (f) Lady writers have been invited.

Hints—(a) her resources, or it will be.........its......its Second Five-Year Plan; (b) he finds; (c) his wife......her husband; (d) his daughter; (e) woman doctor; (f) women writers.

Rule XX. Nouns always in Feminine Gender

कुछ nouns ऐसे होते हैं जो सदा Feminine Gender में रहते हैं । ये हैं—

coquette, blonde, housewife, virgin.

इनका Masculine Gender नहीं होता और इसलिए इनका प्रयोग Masculine Gender में इस प्रकार करना भयंकर भूल है—

1. He is a virgin. 2. He is a blonde.

Rule XXI. Nouns and the Nominative Case

यदि कोई Noun वाक्य का कर्त्ता हो, तो उसे Nominative Case (कर्त्ता कारक) में रहना चाहिए; जैसे—

1. Dickens is a Victorian novelist.
2. Keats is a Romantic poet.

यहाँ Dickens और Keats वाक्य के कर्त्ता हैं । इसलिए ये Nominative Case में हैं । अब इन वाक्यों को देखें—

1. Dickens's is well known for his humour.
2. Keats's was a great lover of nature.

इन वाक्यों में Dickens/Keats कर्त्ता हैं, पर इन्हें Possessive Case में रखा

गया है, जो भयंकर भूल है। यहाँ Dicken's और Keats's के बदले Dickens/Keats होना चाहिए।

Rule XXII. Noun and the Possessive/Genitive Case

Rule (a)—

यदि दो या दो से अधिक Nouns को and से जोड़ा जाए, तो इनके joint possession (सम्मिलित अधिकार) का बोध कराने के लिए केवल अन्त में आनेवाले Noun में 's या (') लगाकर Possessive Case बनाया जाता है। पर यदि इनके separate possession (अलग-अलग अधिकार) का अर्थ प्रकट करना हो, तो इनमें से प्रत्येक Noun में (') या ('s) लगाकर इन्हें Possessive Case बनाया जाता है; जैसे—

1. J. M. Dent & Sons' shop. 2. Keats's and Yeats's poems.

यहाँ पहले उदाहरण में केवल अन्त में आनेवाले Noun (Sons) में (') लगाकर इसे Possessive Case बनाया गया है, क्योंकि Dent & Sons' से joint possession का बोध होता है। दूसरे उदाहरण में Keats और Yeats दोनों ही में ('s) लगाकर इन्हें Possessive Case बनाया गया है, क्योंकि यहाँ separate possession का बोध होता है। इन्हें इस प्रकार लिखना उचित नहीं—

1. I have placed orders with J. M. Dent's & Sons'.
2. I have read Keats and Yeats's poems.

(b)—यदि house/school/shop/church आदि Nouns (जिनसे निश्चित स्थान/घर का बोध हो) का प्रयोग वाक्य में Object की भाँति हो और ये Possessive Case के Noun के बाद आएँ, तो ऐसे Nouns को छिपा दिया जा सकता है। पर यदि ये Nouns (जो Possessive Case के Noun के बाद आते हैं) वाक्य में Subject का काम करें, तो इन्हें छिपाया नहीं जा सकता; जैसे—

1. I went to *Blackwell's* (shop).
2. I went to the *barber's* (shop).
3. The *barber's* is full of customers.
4. *Blackwell's* is prompt in service.

यहाँ पहले दो वाक्यों में Blackwell's और barber's के बाद जो Noun (shop) आया है वह Objective Case में है। इसलिए इन वाक्यों में shop छिपा हुआ है, जो शुद्ध है। पर तीसरे और चौथे वाक्यों में barber's/Blackwell's के बाद Noun (shop) का प्रयोग अवश्य होना चाहिए। यहाँ इसको छिपा देना अनुचित है, क्योंकि यहाँ shop वाक्य का Subject है।

(c)—प्राणिवाचक एकवचन संज्ञाओं में apostrophe s ('s) जोड़कर possessive case बनाया जाता है; जैसे—

1. Ram's house. 2. Mohan's book. 3. A dog's tail.
4. A bird's eyes. 5. James's coat. 6. Keats's poems.

(d)—प्राणिवाचक बहुवचन संज्ञाओं में (जिनके अन्त में s रहे) केवल apostrophe (') जोड़कर possessive case बनाया जाता है; जैसे—

1. Boys' school. 2. Girls' hostel. 3. Poor Boys' Fund.

यदि प्राणिवाचक बहुवचन संज्ञाओं के अन्त में s नहीं रहे, तो उनका possessive case 's जोड़कर बनाया जाता है; जैसे—

1. Children's toys. 2. Men's dresses.

(e)—Compound nouns के अन्त में 's इस प्रकार जोड़कर possessive case बनाया जाता है—

1. The government of Bihar's order. 2. My son-in-law's house.

(f)—जिन संज्ञाओं से समय, स्थान, दूरी, वजन या मूल्य का बोध होता है उनमें 's जोड़कर possessive case बनाया जाता है; जैसे—

1. One day's leave. 2. A week's holiday.
3. A stone's throw. 4. A razor's edge.

(g)—अप्राणिवाचक संज्ञाओं का possessive case बनाया जाता है of के द्वारा, 's के द्वारा नहीं; जैसे—

1. The doors of this house. 2. The rules of this book.
3. The water of this well. 4. The leaves of this tree.

इन्हें इस प्रकार लिखना अनुचित है—

1. This house's doors. 2. This book's rules.
3. This well's water. 4. This tree's leaves.

(h)—Indefinite Pronoun में 's लगता है; जैसे—

one's, someone's, no one's, somebody's, everybody's, somebody else's, nobody else's.

पर *all*, *both*, *many* में 's नहीं लगता; इनके साथ of का प्रयोग होता है; जैसे—
The names of both, The names of all.

इसलिए Both's names, All's books, Many's sons आदि का प्रयोग न करें।

(i)—कभी-कभी Double Genitive का भी प्रयोग होता है, अर्थात् of के बाद आनेवाली संज्ञा में 's लगा रहता है या of के बाद कोई Possessive Pronoun (mine, ours, yours, theirs) आता है। संक्षेप में, इनकी बनावट इस प्रकार की होती है—
(i) singular noun + of + noun + 's
(ii) singular noun + of + possessive pronoun—

1. Mohan is a friend of Ram's.
2. He is a friend of mine.

ऐसे वाक्यों में of के पहले आनेवाली संज्ञा से one of the many (बहुतों में से एक) का बोध होता है, पर केवल 's + noun से एक निश्चित संज्ञा का भाव प्रकट होता है; जैसे—

1. Mohan is a friend of Ram's/mine. [बहुत मित्रों में से एक]

2. Mohan is Ram's friend. [एक निश्चित मित्र]

इस नियम का ध्यान रखकर इन वाक्यों पर विचार करें—

1. She is a wife of mine.   2. Is he a father of yours ?
3. She is a mother of *Mohan*.   4. Is she a mother of hers ?

ध्यान दें कि a wife of mine का अर्थ है—बहुतों में से एक। इसी प्रकार, a father of yours/a mother of Mohan's/a mother of hers का अर्थ है—बहुतों में से एक। लिखने/बोलने का अभिप्राय यह नहीं है न ! इसलिए इन्हें इस प्रकार लिखें—

1. She is my wife.   2. Is he your father ?
3. She is Mohan's mother.   4. She is her mother.

REFRESHER COURSE I

Correct the following sentences—

1. There are not many gentries in this village.
2. What are the peoples of this place doing ?
3. Whose poultries are these ?
4. All the cattles have been sold away.
5. Why are there more os than es in this poem ?
6. She is in her teen's.
7. Don't write 3s like 5s.
8. Is it a girl's school ?
9. What is this book's price ?
10. He was paid two week's wages.
11. It is a nice poetry.
12. There are two females here.
13. He gave me five ten rupees's notes.
14. I gave him three and a half rupees.
15. How many M. P's have come ?
16. He is my cousin brother.
17. She is a stateswoman.

Hints—(1) gentry; (2) people; (3) poultry; (4) cattle; (5) o's than e's; (6) teens; (7) 3's like 5's; (8) girls'; (9) the price of this book; (10) weeks'; (11) is nice poetry or is a nice poem; (12) two women; (13) five ten-rupee notes; (14) three rupees and a half; (15) M. P.s; (16) He is my cousin; (17) statesman.

REFRESHER COURSE II

Explain why the following sentences are correct or incorrect—

1. He likes new poetries.
2. The sceneries of Ranchi are charming.
3. These news are very bad.
4. The Indians are brave peoples.
5. All the furnitures were burnt.

6. Help the deafs and blinds.
7. He gave me five and half rupees.
8. I gave him many good advices.
9. He is a student of three year's degree course.
10. This book has been recommended by the Bihar and the Bhagalpur Universities.
11. How many babys and ladys are there ?
12. His teeths and feets were broken.
13. She is a good actor.
14. She is the hero of this novel.
15. What are the criterions of selection ?
16. All your informations are wrong.
17. I bought two dozens of pens.
18. She is a lady student.
19. My means is much reduced.
20. The barber's is too full of customers.
21. The cattle is sold away.
22. He is a flirt.
23. I like Kabir and Mira's poetry.

▪ ▪ ▪

PRONOUNS

TEST YOURSELF

Q. I. *Correct or justify the following sentences—*

1. It is all India Radio.
2. Her either son passed the examination.
3. The two boys are beating one another.
4. I, you and he sail in the same boat.
5. You, he and I tried my very best.
6. Neither of the three books is very useful.
7. Everyone of the two guests reached in time.
8. Neither of the two sisters had their own choice.
9. One must always do his duties sincerely.
10. Myself can do this work without your help.
11. Do you really know whom you are speaking ?
12. The boy who is here he is my friend.
13. It is I who has broken this chair.
14. Yours of the 15th ultimo is to hand in time.
15. Received your letter and I thank you for the same.
16. It is me but this is him.
17. It is him who is really guilty.
18. I know the man to be he.
19. This is the only book whom I like.
20. He is not such a man who can help me.
21. Each of the soldiers saluted their commander.
22. It is strictly between he and I.
23. She cooked herself.
24. It is no use to cry now.
25. I think always to travel without ticket.

Q. II *Fill in the blanks with a Pronoun given in brackets—*

1. ——of the two sisters is married. (none, neither)
2. ——is she dancing with ? (who, whom)
3. She does not love——husband. (his, her)
4. He and I do——duties well. (my, our)
5. ——of the two boys has come. (each, everyone)
6. Everyone of the ladies had a choice of——own. (her, their)
7. None should harm——neighbour. (her, his, their)

CHAPTER VII

PRONOUNS

अंगरेजी में Pronouns के प्रयोग के नियम कुछ जटिल हैं। Pronouns के Gender के नियम तो सरल हैं, पर इनके Number और Case से सम्बन्धित नियम तथा प्रयोग कठिन हैं। विशेष कठिनाई इसलिए होती है कि व्याकरण के बहुत-से नियम अब पुराने पड़ गये हैं और उन्होंने आधुनिक प्रयोग के सामने घुटने टेक दिये हैं। यहाँ इन बातों पर विस्तार पूर्वक विचार करें।

Rule I. Each other and One another

पुराने आचार्यों ने इन दोनों के प्रयोग में यह अन्तर माना है कि *each other* का प्रयोग दो व्यक्तियों या वस्तुओं के लिए होता है, पर *one another* का दो से अधिक के लिए—

'Each other is used when two persons or things are concerned'; one 'another' is used when more than two persons or things are concerned.

—NESFIELD

पर, आधुनिक आचार्यों के अनुसार इस अन्तर को मानना आवश्यक नहीं है। इस मत पर विचार करें—

The differentiation is neither of present utility nor based on historical usage. —FOWLER

वास्तव में, दो व्यक्तियों या वस्तुओं के लिए भी one another का प्रयोग १८वीं सदी के गद्य में भी मिलता है—

They **both** *simpered and looked upon* **one another.** —RICHARDSON

आज के महान् लेखक भी ऐसा प्रयोग निःसंकोच भाव से करते हैं, जो अनुचित नहीं—

1. *Whereas in Shakespeare the effect is due to the way in which the* **characters** *act upon* **one another** *in Jonson it is given by the way in which the* **characters** *fit in with* **each other.** —T. S. ELIOT

2. *The artistic result of Volpone is not due to any effect that Volpone, Mosca, Corvino, Corbaccio and Voltore have upon* **each other.** —T. S. ELIOT

3. *.....neither the Chestnut nor the Oak spoke to* **one another.** —T. F. POWYS.

4. *For you and I are foreigners to* **one another,** *foreigners in time.* —ALDOUS HUXLEY

यहाँ पहले वाक्य में characters के लिए एक बार one another का प्रयोग हुआ है और दूसरी बार each other का। इससे यह स्पष्ट है कि लेखक each other और one another के बीच कोई भी अन्तर नहीं मानता। दूसरे वाक्य में पाँच व्यक्तियों के लिए each

other का प्रयोग हुआ है और तीसरे वाक्य में केवल दो (Chestnut and Oak) के लिए one another का, जो Nesfield साहब के नियमानुसार अशुद्ध है, पर Fowler साहब तथा आधुनिक प्रयोग के अनुसार शुद्ध। इसलिए मेरा विचार है कि each other और one another के बीच कोई अन्तर मानना आवश्यक नहीं। हाँ, यदि कोई ऐसा अन्तर माने, तो उसे भी अशुद्ध नहीं कहा जा सकता। इसलिए जब इस प्रकार के वाक्य शुद्ध करने को दिये जाते हैं—

1. The three sisters love *each other*.
2. The two sisters love *one another*.

तो ये प्रश्न ही गलत जान पड़ते हैं, क्योंकि ये वाक्य अशुद्ध हैं ही नहीं। यदि आप भी इस आधुनिक प्रयोग को मान लें, तो सुविधा होगी।

Rule II. Pronouns and their Position

यदि वाक्य में भिन्न-भिन्न Persons के Nouns/Pronouns आएँ, तो सबसे पहले Second Person आता है, उसके बाद Third Person और अन्त में First Person, अर्थात् ऐसे वाक्यों की बनावट इस प्रकार की होती है—2+3+1; जैसे—

You, he and *I* are going.

देखिए, इन वाक्यों में Pronouns को उचित स्थान नहीं मिला है—

1. *I, you* and *he* went there. 2. *I* and *you* are fast friends.

इनके शुद्ध रूप ये होंगे—

1. *You, he* and *I* went there. 2. *You* and *I are* fast friends.

Note—हाँ, यदि वाक्य में किसी भूल या अपराध को स्वीकार किया जाए तो, सभ्य आचरण की दृष्टि से, आप सबसे पहले First Person को रख सकते हैं; जैसे—

I and *he* are guilty.

Rule III. Pronouns and their Number/Person

(a)—यदि वाक्य में तीनों ही Persons के Nouns/Pronouns को जोड़ा जाए और उन सबके लिए एक ही (common) Pronoun का प्रयोग करना हो, तो वह Pronoun सदा First Person Plural (we) होना चाहिए—2+3+1=1 (we); जैसे—

1. *You, he* and *I are* doing *our* duties well.
2. *You, Ram* and *I* have tried *our* best.

इन दोनों वाक्यों में तीनों ही Persons के लिए एक ही Pronoun का प्रयोग हुआ है। इसलिए First Person Plural 'we' का व्यवहार किया गया है। यहाँ my/their या किसी और Pronoun का प्रयोग करना अशुद्ध होता।

(b)—यदि वाक्य में Second और Third Persons को जोड़ा जाए और उनके लिए एक ही Pronouns का प्रयोग करना हो, तो वहाँ Second Person Plural (you)

का व्यवहार होना चाहिए—2+3=2 (you); जैसे—

You and he did not do *your* duties well.

इस वाक्य में Second और Third Persons को and से जोड़ा गया है। इसलिए यहाँ your का प्रयोग हुआ है। यहाँ his/their का प्रयोग अशुद्ध होता।

Rule IV. Pronouns and their Case

Noun के समान, Pronoun भी किसी-न-किसी case में अवश्य रहता है—subject के समान प्रयुक्त होने पर Nominative Case (I/he) में, Object के समान प्रयुक्त होने पर Objective Case (me/him) में और possession/relation का बोध कराने के लिए Possessive Case (my/his) में।

इसलिए जब Pronoun किसी Transitive Verb/Preposition के साथ आता है, तो इसे Objective Case में अवश्य रहना चाहिए। इस नियम का ज्ञान नहीं रहने पर लोग Objective के बदले Nominative का प्रयोग कर बैठते हैं। इन वाक्यों को लें, जिनमें इस नियम का पालन हुआ है—

1. It is between him and me.
2. Let him and me lead the procession.

आप जानते हैं कि 'between' एक Preposition है और 'let' है Transitive Verb. इसलिए इन दोनों वाक्यों में Objective Case (him, me) का प्रयोग किया गया है। नियम भूलकर ऐसे-ऐसे वाक्य न लिखें—

1. It is between him and I.
2. Let him and I work together.

EXERCISE

Correct the following sentences—

(a) Let he and I work together. (b) There is friendship between you and I. (c) The book is liked by him and I. (d) Both he and me were asked to do it. (e) I and he are fast friends. (f) He and I have done my work together. (g) You and he did not do their duty well. (h) Let she and I do it. (i) Me and my husband have been invited.

Hints—(a) him and me; (b) you and me; (c) him and me; (d) he and I; (e) he and I; (f) our work; (g) your duty; (h) her and me; (i) my husband and I.

Rule V. Either/Neither/Both/All/None etc.

Pronoun की भाँति प्रयुक्त होने पर इनका प्रयोग केवल दो ही व्यक्तियों या वस्तुओं के लिए होता है, दो से अधिक के लिए कभी भी नहीं। दो से अधिक के लिए either के बदले *anyone*, neither के बदले *none* (not one) और both के बदले *all* का प्रयोग होता है; जैसे—

1. *Either* of the two pens will do.
2. *Neither* of the two pens will do.

इस प्रकार के वाक्य न लिखें—

1. *Either* of the three pens will do.
2. *Neither* of the three pens will do.
3. *Both* of the three pens will do.

इन्हें इस प्रकार लिखें—

1. *Anyone* of the three pens will do.
2 *None* (not one) of the three pens will do.
3. *All* the three pens will do.

Note —— इन वाक्यों से यह स्पष्ट है कि *anyone, none* तथा *all* का प्रयोग सदा दो से अधिक व्यक्तियों या वस्तुओं के लिए होता है।

EXERCISE

Correct the following sentences—

(a) Gold, silver and copper - either will do. (b) None of the two guests turned up. (c) Answer anyone of the two questions. (d) Neither of the four books will do. (e) Either of the three careers will suit him. (f) None of my two pens writes well. (g) Anyone of the two men would be able to do this work.

Hints—(a) anyone will do; (b) Neither of the two; (c) either of the two; (d) None of the four books; (e) Anyone of the three careers; (f) Neither of my two pens writes well; (g) Either of the two men.

Rule VI. Each and Everyone

Each का प्रयोग दो या दो से अधिक वस्तुओं के लिए होता है, पर everyone का सदा दो से अधिक के लिए, दो के लिए कभी नहीं; जैसे—

1. *Each* of the two guests came.
2. *Each* of the ten guests came.
3. *Everyone* of the ten guests came.

ये वाक्य शुद्ध हैं, क्योंकि यहाँ दो या दो से अधिक के लिए पहले दो वाक्यों में each का प्रयोग हुआ है और दो से अधिक के लिए तीसरे वाक्य में everyone का। अब इन वाक्यों को लें—

Everyone of the two guests came.

यहाँ everyone के बदले each का प्रयोग होना चाहिए।

Rule VII. Distributive/Indefinite Pronouns and Gender

(a)—Distributive Pronouns (each, everyone, either and neither) तथा Singular Indefinite Pronouns (no-one, nobody, anybody, anyone, someone and somebody) के लिए Third Person Singular Pronoun, Masculine Gender (he, his, him) का प्रयोग होता है; जैसे—

1. None should hate *his* neighbour.
2. Everyone should help *his* friend.

ऐसा ही प्रयोग अच्छे लेखक करते हैं—

"It is almost impossible for anyone *to secure a correct impression of* his *own personal appearance or of the features of anyone in whom* he *is personally interested."* —I. A. RICHARDS

(b)—यदि Distributive Pronouns (each, everyone, either and neither) के बाद Feminine Gender के Noun का प्रयोग हो, तो Singular Feminine Gender के Pronoun (her) का प्रयोग अवश्य ही होना चाहिए, Masculine (he, his, him) का नहीं; जैसे—

1. *Neither* of the two sisters has paid *her* tuition fees.
2. *Neither* of the two women has a choice of *her* own.
3. *Either* of the two wives is dominated by *her* husband.
4. *Each* of the two girls has prepared a dress *for* herself.
5. *Everyone* of the women has a taste of *her* own.

इन वाक्यों में neither, either, each तथा everyone के लिए Feminine Gender के Pronouns आये हैं, जो शुद्ध हैं। क्यों? इसलिए कि इनके बाद Feminine Nouns (क्रमशः sisters, women, wives, girls और women) का प्रयोग हुआ है जो स्पष्ट रूप से यह बताता है कि ये Distributive Pronouns Feminine Gender में हैं। यदि इन Feminine Nouns के बदले Plural Pronouns (us, you या them) या Masculine Gender के Nouns आते, तो यहाँ Singular Masculine Gender के Pronouns का प्रयोग होता; जैसे—

1. *Neither* of them has done *his* duty.
2. *Neither* of the boys has done *his* duty.

(c)—One एक ऐसा Singular Indefinite Pronoun है जिसके लिए सदा one, one's या oneself का प्रयोग होता है, he, his, him या himself इत्यादि का नहीं; जैसे—

1. *One* must do *one's* duty. 2. *One* must love *one's* country.

यहाँ one's के बदले his का प्रयोग अशुद्ध होता। इसलिए ये वाक्य अशुद्ध हैं—

1. *One* must take care of *his* health.
2. *One* should love not only *himself* but also others.

यहाँ *one's/oneself* का प्रयोग होना चाहिए। देखिए, इस नियम का कैसा उल्लंघन हुआ है इन वाक्यों में—

1. *One who jumps up and flourishes* his *toes three times before* he *comes to the ground, may have three hundred a year.* —OLIVER GOLDSMITH

2. *One should, therefore, be careful not to make* himself *obnoxious to others.* —THE SEARCHLIGHT : March 12, 1957

इन वाक्यों में *one's/one/oneself* का प्रयोग होना चाहिए। देखिए, अच्छे लेखक इस

नियम का पालन कितनी सावधानी से करते हैं—

But even when one *is fully informed about Mr. Pound's allusions,* one's *recognition has no significant effect.* —F. R. LEAVIS

EXERCISE

Correct the following sentences—

(a) Everyone of the students have paid their tuition fees. (b) Everyone of the two alternative is equally painful. (c) None should oppress their neighbours. (d) Neither of the two wives looks after his domestic affairs. (e) Each of the two sisters has a separate room of his own. (f) Neither of the two sons loves their father. (g) Either of the two daughters loves their mother. (h) One must not be blind to his own defects. (i) One can rise in life only when he puts forth his best not only for himself and his family but also for others. (j) Nobody should lose heart when they are in the teeth of difficulties. (k) Everybody should mind their own business.

Hints—(a) has......his; (b) each; (c) his; (d) her; (e) her; (f) his; (g) her; (h) one's own; (i) when one puts forth one's best not only for oneself and one's family; (j) he is; (k) his own.

Rule VIII. 'And' and the Number of Pronouns

(a)—यदि and से जुड़े Singular Nouns से एक ही व्यक्ति या वस्तु का बोध हो, तो उनके लिए Singular Pronoun का प्रयोग होता है; जैसे—

1. The Principal and Secretary has tendered *his* resignation.
2. The Magistrate and Collector has prepared *his* statement.
3. The scientist and thinker has expressed *himself* against the use of atom bombs.

इन वाक्यों में Principal and Secretary, the Magistrate and Collector तथा the scientist and thinker के लिए Singular Pronoun का प्रयोग हुआ है, जो शुद्ध है; क्योंकि इनसे एक ही व्यक्ति का बोध होता है। यहाँ his और himself के बदले their/themselves का प्रयोग अनुचित होता।

(b)—यदि and से जुड़े Nouns के पहले each/every आए, तो उसके लिए Singular Pronoun का प्रयोग होना चाहिए; जैसे—

1. Every boy and girl did *his* or *her* best to win the match.
2. Each man and each woman should try to help *his* or *her* fellow beings.

इन वाक्यों में Singular Pronoun का प्रयोग शुद्ध है, क्योंकि and से जुड़े Nouns के पहले each/every का प्रयोग हुआ है। यहाँ their का प्रयोग अशुद्ध होता।

Note—इस सम्बन्ध में Rule III का भी ध्यान रखें।

EXERCISE

Correct the following sentences—

(a) Ram and Shyam are very irregular in his habits. (b) The poet and critic have a soft corner in their heart for Shakespeare. (c) The poet and the thinker has expressed his view clearly. (d) Every man and every woman have their own tastes. (e) Every scientist and thinker have a duty towards their society.

Hints—(a) their habits; (b) has......his heart; (c) have expressed their........., (d) has......his or her; (e) has.......his socicty.

Rule IX. Reflexive/Emphasising Pronouns

कुछ Pronouns के अन्त में self/selves इस प्रकार लग जाता है; जैसे—myself, ourselves. इन्हें Self Pronoun कहा जा सकता है।

ऐसे Self Pronoun का प्रयोग दो प्रकार से होता है—

1. Reflexive Pronoun 2. Emphasising Pronoun

जब वाक्य के Verb का Object होता है self Pronoun तो वह Reflexive Pronoun कहा जाता है। ऐसे वाक्यों में वाक्य का Subject और Object—दोनों से एक ही व्यक्ति/वस्तु का बोध होता है; जैसे—

1. Ram loves himself. 2. I harmed myself.

यहाँ love के object (himself) और subject (Ram)—इन दोनों से राम का बोध होता है, किसी अन्य व्यक्ति का नहीं। इसी प्रकार, दूसरे वाक्य में फल भोगनेवाला myself है, जो I के लिए आया है। ऐसे object का अर्थ होता है—ownself. इसलिए Ram loves himself का अर्थ है—Ram loves his *ownself*. यही कारण है कि हिन्दी-उर्दू में ऐसे self Pronoun का अर्थ होता है—खुद को, स्वयं अपने को।

पर, कभी-कभी वाक्य के Verb का Object कोई दूसरा Noun/Pronoun रहता है, self Pronoun नहीं। ऐसे वाक्यों में self Pronoun केवल Subject पर जोर देने के लिए (emphasise करने के लिए) आता है। इसलिए ऐसे self Pronoun को Emphasising Pronoun कहा जाता है; जैसे—

1. He cooked food himself.
2. I beat the boy myself.

यहाँ cooked का Object है *food*, न कि himself. इसी प्रकार, beat का Object है *boy*, myself नहीं। ऐसे वाक्यों में self Pronoun किसी Object के बाद आता है और Subject के बाद भी।

कुछ वाक्यों में Intransitive Verb का प्रयोग होता है और इसलिए Object रहता ही नहीं। ऐसे वाक्यों में self Pronoun Subject या Verb के बाद आता है और Subject पर emphasis (जोर) डालता है; जैसे—

1. I myself went to the bus stand to receive her.
2. He came himself to invite me.

इस प्रकार यह स्पष्ट है कि Verb Transitive हो या Intransitive, Emphasising Pronoun केवल Subject पर जोर डालता है। यही कारण है कि हिन्दी-उर्दू में Emphasising Pronoun का अर्थ होता है—खुद, स्वयं।

यह भी ध्यान रखें कि Reflexive Pronoun की भाँति प्रयुक्त होने पर self Pronoun का अर्थ होता है—खुद/स्वयं+को। इससे यह स्पष्ट हो जाता है कि Reflexive और Emphasising Pronoun के रूप तो एक ही रहते हैं, पर इनके अर्थ में बहुत अन्तर रहता है। इस अन्तर का ध्यान रखकर इस वाक्य पर विचार करें—

Sita cooked herself.

क्या सीता ने स्वयं को (अपने को) भोजन की तरह पकाया ? नहीं। सीता ने स्वयं (अपने) भोजन बनाया। इसलिए इसे इस प्रकार लिखें—

Sita cooked food herself.

इस वाक्य का अर्थ है—सीता ने स्वयं भोजन बनाया; किसी नौकर/नौकरानी ने नहीं।

Note (a)—Self Pronouns का प्रयोग **Subject** की तरह नहीं करना चाहिए। इन वाक्यों को लें—

1. Myself will go. 2. Himself will do it.

इन्हें इस प्रकार लिखें—

1. I myself will go. 2. He will do it himself.

Note (b)—Reflexive Pronouns ये हैं—

myself, ourselves, yourself, himself, herself, itself and themselves.

इसलिए **hisself, ourself** और **themself** जैसे शब्द गढ़ने की कोशिश न करें।

Rule X. As/Such/The same and As/That.

(a)—यदि वाक्य में किसी **Noun** के पहले **such** या **as** आए, तो उस **Noun** के लिए **as** का प्रयोग होता है, **who/which/that** का नहीं; जैसे—

1. He is not *such* a good man *as* can help me.
2. *As* many questions *as* were set were answered.

यहाँ पहले वाक्य में **man** के पहले **such** आया है। इसलिए इसके लिए (**man** के लिए) **pronoun 'as'** का प्रयोग हुआ है। दूसरे वाक्य में **questions** के पहले **as** आया है। इसलिए इसके बाद **as** का प्रयोग हुआ है। आप ऐसे वाक्य न लिखें—

1. He is not *such* a good man who/that can help me.
2. *As* many questions *which* were set were answered.

एक बात और। जब परिणाम (**result**) का बोध होता है तब **as** या **that** का प्रयोग होता है—**as** का प्रयोग **infinitive** रहने पर और **that** का प्रयोग **clause** रहने पर; जैसे—

1. He is not *such* a fool *as to believe* this story.

2. There was *such* a rush *that* I was not able to enter the compartment.

(b)—यदि वाक्य में Noun के पहले the same का प्रयोग हो, तो वैसे Noun के लिए as या that का प्रयोग इस नियम के अनुसार होता है—Verb के रहने पर the same के बाद that या as आता है, पर Verb के छिपे रहने पर as आता है; जैसे—

1. This is *the same* pen *that/as* I bought yesterday.
2. This is *the same* pen *as* yours (is).

पहले वाक्य में the same के बाद Verb ('bought') आया है। इसलिए यहाँ the same के बाद that या as का प्रयोग हुआ है। दूसरे वाक्य में Verb (is) छिपा हुआ है। अतः इस वाक्य में as का प्रयोग हुआ है, that का नहीं। यहाँ that का प्रयोग अशुद्ध होता। इस सम्बन्ध में आचार्यों के बीच थोड़ा मतभेद है। उनके मतों पर विचार करें—

The use of **that** *or* **as** *is guided by the following rules—(1) When a verb is expressed after it, we generally use* **that**. *(2) When the verb is understood we always use* **as**.
—J. C. NESFIELD

नेसफिल्ड साहब के अनुसार जब the same के बाद Verb आता है तो that का प्रयोग होता है, पर जब Verb छिपा रहता तब as का; जैसे—

1. This is *the same* man *that* came yesterday.
2. This is not *the same* book *as* mine (is).

अन्य आचार्यों के मतानुसार,दूसरे वाक्य में तो as ही का प्रयोग होना चाहिए (that का नहीं), पर पहले वाक्य में that के बदले as का भी प्रयोग हो सकता है। उनका विचार है कि the same के बाद Verb के आने पर that और as में से किसी भी एक का प्रयोग होना चाहिए, केवल that ही का नहीं; जैसे—

1. *Is this* **the same** *as, or the same* **that**, *or the same, you showed me before?*
—THE OXFORD DICTIONARY

2. *This is* **the same** *timetable* **as** *you had last year. This is* **the same** *horse* **that** *won the race last year.*
—SOARES & MAZUMDAR

इन वाक्यों में the same के बाद Verb आने पर as या that का प्रयोग किया गया है, जो शुद्ध है। यह आवश्यक नहीं है कि the same के बाद Verb आने पर केवल that ही का प्रयोग हो।

ध्यान दें कि the same के बाद Verb आने पर as का प्रयोग होता है जब समानता (resemblance) का बोध होता है, पर पूर्ण एकत्व (identity) का बोध होने पर that का प्रयोग होता है; जैसे—

1. She has the same hair as her sister has (resemblance)
2. She has the same coat that her sister has. (identity)

हाँ, यदि the same के बाद Verb नहीं आए, तो as का ही प्रयोग होना चाहिए, that का कभी नहीं; जैसे—

This is the same as yours.

यहाँ that का प्रयोग नहीं हो सकता। अतः नेसफिल्ड साहब (Nesfield) का मत आधुनिक प्रयोग के अनुरूप नहीं है।

EXERCISE

Correct the following sentences—

(a) There are many such men who do not care for others. (b) We should not do such actions that may harm our country. (c) As many boys that came were marked present. (d) This is the same dog that yours.

Hints—(a) as do not; (b) as may; (c) as came; (d) as yours.

Rule XI. Relative Pronouns

(a). Relative Pronouns (who/which/that/what/whose/whom) वाक्य में subject या object का कार्य करते हैं और clauses को एक साथ जोड़ते भी हैं। इस प्रकार Relative Pronoun noun का काम करता है और conjunction का भी; जैसे—

1. The book *that is* here is mine. (subject)
2. The book *that I bought* is good. (Object)

(b). Who तथा whom का प्रयोग प्राणिवाचक संज्ञा के लिए होता है और खासकर People तथा Those के साथ; जैसे—

1. I know the *boy who* is here.
2. I know all *those who* are here.

Who तथा whom का प्रयोग निर्जीव संज्ञा के लिए नहीं होता; जैसे—

1. The *pen who* is here is mine.
2. The *pen whom* I bought is cheap.

यहाँ who/whom के बदले that/which का प्रयोग होना चाहिए।

(c). Which का प्रयोग निर्जीव संज्ञा के लिए होता है और that का सजीव और निर्जीव दोनों प्रकार की संज्ञा के लिए; जैसे—

1. This is the *boy that* came here yesterday.
2. The *pen that* is here is good.

Note—Who/which/whom के बदले that का प्रयोग होता है जब noun किसी Superlative Degree के बाद आता है या *much, little, all, everything, every one, none, nothing, nobody* आदि रहते हैं; जैसे—

1. He is the best man that I have ever seen.
2. There is nobody that can help me.

(d). यदि who, which, whom, whose के पहले noun रहे और उस noun के बाद comma, तो वह (which-clause) Principal Clause होता

है। क्यों? इसलिए कि वैसे who/which से continuative sense का बोध होता है। पर यदि उस noun के पहले comma न रहे तो उससे restrictive sentence का बोध होता है और इसलिए वह Adj. clause होता है। That-clause के पहले noun तो रहता है, पर comma नहीं। वह (that-clause) Adjective Clause होता है, क्योंकि उससे सदा restrictive sense का बोध होता है। याद रखें कि that-clause से continuative sense का बोध कभी भी नहीं होता। इन वाक्यों को लें—

1. The pen, *which was broken yesterday*, is now useless. [Co-ordinate to P. C.]
2. The pen *that* was broken yesterday is now useless. [Adj. Cl.]
3. My friend, *who* came today gave me several books. [Co-ord. P. C.]
4. My friend *who* came today gave me several books. [Adj. Cl.]

एक बात और। कुछ वाक्यों में which पूरे Clause के बदले प्रयुक्त होता है, केवल एक noun के बदले नहीं। याद रखें कि that का प्रयोग इस प्रकार नहीं होता, जैसे—

He killed all the soldiers, *which was a cruel act*. [Co-ordinate to P.C.]

ऐसे which का अर्थ होता है—'and this'. ऐसा which clause सदा co-ordinate to principal clause होता है, क्योंकि इससे सदा continuative sense का बोध होता है। ऐसे which के पहले comma अवश्य रहता है। Analysis के सम्बन्ध में इन पक्षों पर विस्तारपूर्वक विचार किया जाएगा।

(e). कभी-कभी Relative Pronouns किसी Transitive Verb या Preposition के object के रूप में प्रयुक्त होते हैं। वैसे वाक्यों में objective case में Relative Pronouns (whom, which, that) का लोप हो जाता है। इन वाक्यों को देखें—

1. This is the book *that* I bought yesterday.
   This is the book I bought yesterday.
2. The people *whom* I met yesterday are rich.
   The people I met yesterday are rich.
3. The doctor *whom* I consulted gave me some advice.
   The doctor I consulted gave me some advice.
4. This is the book *about which* I told you.
   This is the book I told you about.
5. The boy *at whom* you were looking is my brother.
   The boy you were looking at is my brother.
6. The book *which* I am reading is good.
   The book I am reading is good.

Caution—शुद्ध व्याकरण की दृष्टि से Objective case में whom का प्रयोग होना चाहिए, क्योंकि Transitive verb और Preposition के साथ आने वाला Noun/Pro-

noun सदा Objective case में रहता है। इसलिए नियमानुसार Transitive verb + whom और Preposition + whom का प्रयोग आवश्यक है; जैसे—

1. The man *whom I invited* is my friend. [Tr. Verb + Object]
2. The man *whom I shake to* is my friend. [Prep. + Object]

पर आजकल whom का प्रयोग प्रायः होता ही नहीं। अब लोग व्याकरण के इस नियम की अवहेलना धड़ल्ले से कर रहे हैं, क्योंकि whom बहुत असुविधाजनक लगता है। इसलिए आजकल whom के बदले who/that का प्रयोग Nominative और Objective—दोनों ही case में हो रहा है; जैसे—

1. The man *who I invited* is my friend. [Tr. Verb + Object]
2. The man *who I spoke to* is my friend. [Prep. + Object]

ऐसे वाक्यों में who को Objective case में रखना बहुत खटकता है। प्रयोग तो इसे उचित मानता है, पर व्याकरण इसे बिलकुल अनुचित समझता है। इसलिए प्रयोग तथा व्याकरण के बीच समन्वय स्थापित करने के लिए अब whom को बिलकुल छिपा दिया जाता है—

The man/I invited. 2. The man/I spoke to.

इस तरीके से प्रयोग की मान्यता और व्याकरण की प्रतिष्ठा—दोनों की रक्षा हो जाती है। आप भी इस तरीके से काम लें और whom को बिलकुल छोड़ दें।

Note—ध्यान दें कि whom/which के लोप होने पर preposition का स्थान बदल जाता है। उसका स्थान उस clause के अन्त में इस प्रकार रहता है—

1. ....*about which* I told you = I told you *about*.
2. ....*at whom* you were looking = you were looking *at*.
3. ....*for what* you were trying = you were trying *for*.

(f). कभी-कभी Relative Clause (who, which या that से आरम्भ होनेवाले) के बाद Verb to be आता है और उसके बाद कोई Adjective (who/which/that + Verb to be + adj.). ऐसे clause में who/which/that एक subject का काम करता है। इस प्रकार के Clauses में Relative Pronoun और Verb to be—इन दोनों ही का लोप हो जाता है। इन वाक्यों को लें—

1. The only man *who was present* there was the teacher.
   The only man present there was the teacher.
2. This dog has been trained in the best way *that is possible.*
   This dog has been trained in the best way possible.

(g). Relative Pronoun के Antecedent को Possessive Case में नहीं रखना चाहिए। इन वाक्यों को देखें—

1. These are the *Principal's* orders *who must* be obeyed.
2. I went to Ram's house *who* is my friend.

पहले वाक्य में who का Antecedent *Principal's* है और दूसरे में *Ram's*. ये दोनों

हो Possessive Case में हैं, जो अशुद्ध हैं। आप वाक्य की बनावट इस प्रकार करें—

1. These are the orders of the Principal *who* must be obeyed.
2. I went to the house of Ram who is my friend.

(h). Relative Pronouns (who/which) के पहले and/but का प्रयोग (and who, but who, and which, but which) करके इन्हें अपने Antecedent से अलग नहीं करें—

Do not separate the Relative Pronoun from its antecedent by 'and'.
—G. H. VALLINS

इस वाक्य को लें—

It is a good book, *and which* should be read by all.

यहाँ Relative Pronoun 'which' है और इसका Antecedent है book. इन दोनों (Relative Pronoun और Antecedent) को 'and' के द्वारा अलग कर दिया गया है। इसलिए यहाँ and का प्रयोग अशुद्ध है। एक और उदाहरण लें—

Ram is a good man *and who* is my friend.

यहाँ who के पहले and का प्रयोग करके Relative Pronoun 'who' और इसके Antecedent 'man' को अलग कर दिया गया है। इसलिए यहाँ and का प्रयोग अशुद्ध है। यदि वाक्य से and को हटा दें, तो यह शुद्ध हो जाएगा।

Note—Relative Pronoun के बाद and या but का प्रयोग तब होता है जब वाक्य में एक से अधिक Relative Pronouns जोड़े जाते हैं; जैसे—

It is a book *which* is useful *and which* everybody should read.

इस वाक्य में and which का प्रयोग शुद्ध है। क्यों? इसलिए कि यहाँ and के द्वारा दो Relative Pronouns (which और which) जोड़े गये हैं। यदि यहाँ एक ही which का प्रयोग होता, तो and का प्रयोग अशुद्ध होता।

EXERCISE

Correct the following sentences—

(a) I like Shaw's plays who was a good dramatist. (b) One likes to read Shakespeare's sonnets who was a great poet. (c) I have read your book and which is well written. (d) He has bought a new house and which has cost him Rs. 5000/ .

Hints—(a) the plays of Shaw; (b) the sonnets of Shakespeare; (c) book which; (d) house which.

Rule XII. Interrogative Pronouns

Interrogative Pronouns (who, whom, whose, which, what) की सहायता से Interrogative Sentences बनाये जाते हैं। यहाँ इनके प्रयोग पर थोड़ा विचार करें—

(a). What का प्रयोग निर्जीव संज्ञा (वस्तुओं या कार्यों) के लिए होता है—

1. What is there ? 2. What has happened.

What का प्रयोग व्यक्ति के लिए भी होता है जब उसके पेशा या पद (profession or position) के सम्बन्ध में प्रश्न किया जाता है—

1. What is he ? 2. What are you ?

(b). Which का प्रयोग चुनाव (selection) के अर्थ में व्यक्तियों और वस्तुओं—दोनों ही क लिए होता है—

1. Which is your pen ? 2. Which book do you like best ?

(c). Who, Whose/Whom का प्रयोग व्यक्तियों के लिए होता है—Who का Nominative Case में; Whose का Possessive Case में और Whom का Objective Case में—

1. Who is he ? 2. Who is there ?
3. Who's house is that ? 4. Whose pen is this ?

Whom का प्रयोग Objective Case में होता है—*Transitive Verb+Whom* या *Prep.+whom*; जैसे—

1. Whom have you *invited* ?
2. Whom did you see yesterday ? } Tr. Verb+Object
3. Whom were you speaking *to* ?
4. Whom is she dancing with ? } Prep.+Object.

व्याकरण की दृष्टि से ये वाक्य शुद्ध हैं, पर बहुत ही भद्दे और कठिन लगते हैं। इसलिए आजकल Interrogative Sentences में whom का प्रयोग होता ही नहीं। सुविधा की दृष्टि से आजकल whom के बदले who का ही प्रयोग होता है, जो व्याकरण की दृष्टि से भले ही अनुचित हो, पर प्रयोग की दृष्टि से उचित है। इसलिए आप Tr. verb+whom/prep. +whom के बदले Tr. verb+whom/*who+prep.* का प्रयोग इस प्रकार करें—

1. *Who* were you calling ? 2. *Who* have you invited ?
3. *Who* was he dancing *with* ? 4. *Who* are you waiting *for* ?

ध्यान दें कि ऐसे वाक्यों में Preposition वाक्य के अन्त में आता है।

(d). कभी-कभी which तथा what के साथ preposition का प्रयोग होता है। वैसी अवस्था में preposition का स्थान वाक्य के अन्त में रहता है (which/what....+prep.); वाक्य के आरम्भ में (Prep.+which/what) नहीं। इन वाक्यों को देखें—

1. What is this pen made *of* ? 2. What is this *for* ?
3. Which house do you live *in* ? 4. Which place did he go *to* ?
5. What train will you go *by* ? 6. What year was he born *in* ?
7. Which book are you looking *for* ? 8. What is he laughing *at* ?

इन वाक्यों में preposition का प्रयोग वाक्यों के अन्त में हुआ है, जो उचित है। यहां which/what के पहले perposition का प्रयोग अनुचित होता।

Rule XIII. Possessive Adj./Pronoun and Noun

Possessive Adjective (my, your etc.) के बाद आने वाले Noun को छिपाया

नहीं जा सकता। इन वाक्यों को लें—

1. Your *letter* of the 10th ultimo is to hand.
2. I will go to your *house* next morning.

यहाँ 'your' Possessive Adj. है और इसलिए इसके बाद दोनों ही वाक्यों में Nouns (letter तथा house) का प्रयोग स्पष्ट रूप से किया गया है। यहाँ Possessive Adj.+Nouns को छिपाकर इनके बाद Possessive Pron. का प्रयोग इस प्रकार नहीं किया जा सकता—

1. *Yours* of the 10th ultimo is to hand.
2. I will go to *yours* next morning.

Note—यदि वाक्य में एक बार Noun आ जाए, तो उसे छिपाकर उसके बदले Possessive Pronoun का प्रयोग करना उचित है—

If you come to my place, I will go to *yours*.

इस वाक्य में Noun 'place' का प्रयोग एक बार हो गया है। इसलिए your place (Poss. Adj.+noun) के बदले yours का प्रयोग किया गया है।

EXERCISE

Q. *Correct the following sentences*—

(a) I shall see you at yours this evening. (b) He came to mine this morning. (c) Yours of the 15th instant has been received. (d) I shall be at his by 2 p.m.

Hints—(a) at your house; (b) to my house; (c) your letter of; (d) at his house.

Rule XIV. 'The same' as a Pronoun

The same का प्रयोग Pronoun की भाँति करना अच्छा नहीं समझा जाता, क्योंकि यह एक Adjective है, Pronoun नहीं। इन वाक्यों को देखें—

1. This is *the same* pen that I bought yesterday.
2. I gave him a pen and *the same* was returned to me.

यहाँ पहले वाक्य में the same का प्रयोग Adjective की भाँति हुआ है, क्योंकि यह pen का गुण बतलाता है। यह प्रयोग शुद्ध है। पर दूसरे वाक्य में the same का प्रयोग Pronoun की भाँति कर दिया गया है, क्योंकि यहाँ यह pen के बदले आया है। यह प्रयोग अनुचित है। एक और वाक्य लें—

Your letter of the 10th instant is to hand and I thank you for *the same.*

यहाँ भी the same का प्रयोग Pronoun की भाँति हुआ है क्योंकि यह letter के

लिए आया है। आचार्यों का कहना है कि ऐसी अवस्था में the same के बदले साधारण Pronouns ('it', 'this', 'they') का ही प्रयोग होना चाहिए। आप इनके मत का ध्यान रखें—

It **(the same)** *has the peculiarity that it occurs chiefly in writing, not often in speech, and yet is avoided by all who have any skill in writing. As the working man puts on his Sunday clothes to be photographed, so the unliterary adorns himself with* **'the same'** *when he is to appear in print; each seems bent on giving the worst possible impression of himself.*

—FOWLER : MODERN ENGLISH USAGE

The word **'same'** *must be regarded as an adjective—but never as a pronoun. This is thoroughly bad grammar : 'We thank you for your letter and in reply to the same......' No, the writer is making 'same' to stand for 'letter' which it can never be. In reply to* **'it'** *is the answer because* **'it'** *is a pronoun and never anything else.*

—WHITAKER WILSON : ENGLISH GRAMMAR

इसलिए the same का प्रयोग जो Pronoun की भाँति हो चला है उसे कानून और व्यापार (law and business) के क्षेत्र तक ही सीमित रखा जाए, क्योंकि अन्य क्षेत्रों में ऐसा प्रयोग काफी भद्दा लगता है।

Rule XV. Double Nominatives

यदि वाक्य में किसी Finite Verb का Subject कोई Noun या Pronoun हो, तो उसी Verb के लिए एक और अतिरिक्त Pronoun का प्रयोग करना भयंकर भूल है; जैसे—

1. The *man* who is here *he* is my friend.

इस वाक्य में दो clauses हैं—(i) The man is my friend; (ii) who is here. पहले clause में is का Subject 'man' है और दूसरे का Subject 'who'. यहाँ he का प्रयोग अनावश्यक है।

याद रखें कि ऐसे ही Pronouns को Redundant Pronouns कहा जाता है। क्यों? इसलिए कि वाक्य में उनकी कोई आवश्यकता ही नहीं।

EXERCISE

Correct the following sentences—

(a) The cows that are grazing in the field they are mine. (b) He who labours hard he is rewarded. (c) Those who kill time they are killed by time. (d) The boy who is here he is my brother. (e) The people of the world, when they heard of Gandhiji's death, they were rudely shocked. (f) A man when he becomes old, he behaves very much like a child.

Hints—(a) The cows that......field are mine; (b) He who......hard is rewar

ded; (c) Those who......time are killed by time; (d) The boy who......here is my brother; (e) The people......death were rudely shocked; (f) A man......old behaves ......child.

Rule XVI. Verb 'To be'+Pronoun

व्याकरण के नियमानुसार Verb 'to be' के बाद आने वाला Pronoun उसी Case में रहना चाहिए जिस Case में Verb 'to be' के पहले आने वाला Noun/Pronoun रहता है; जैसे—

1. It is he. 2. It is I. 3. This is she.

यहाँ पहले वाक्य में Verb 'to be' (is) के पहले It आया है जो Nominative Case में है। इसलिए is के बाद आने वाला Pronoun भी Nominative Case में (he) है। दूसरे तथा तीसरे वाक्यों में भी I और She को Nominative Case में रखा गया है, क्योंकि इनके पहले It/This Nominative Case में हैं।
अतः शुद्ध व्याकरण की दृष्टि से ये वाक्य अशुद्ध हैं—

1. It is *him*. 2. It is *me*. 3. This is *her*.

Note (a)—आजकल इस नियम के विरुद्ध ऐसे वाक्य लिखे और बोले जाते हैं, जिन्हें प्रयोग (usage) की दृष्टि से, शुद्ध माना जाता है—

1. It is me. 2. This is her. 3. This is him.

ऐसे प्रयोग के सम्बन्ध में इन विचारों का ध्यान रखें—

Me *is technically wrong in* **It wasn't me;** *the phrase being of its very nature colloquial, such a lapse is of no importance, and this is perhaps the only temptation to use* **me** *insted of* **I.**

—FOWLER : MODERN ENGLISH USAGE

It is reasonable to infer that subject and complement should both have the same, that is, the subject form But the fact remains that few people would say or write **It's I; This is he; That's she.** *Usage, a little shamefacedly, admits the object form to such expressions*—**It's me; This is him; That's her.** —G. H. VALLINS : GOOD ENGLISH

This violation of grammatical law has been completely sanctioned by current usage. —NORMAN LEWIS : WORD POWER

इस प्रकार, यह स्पष्ट है कि इन आचार्यों के मतानुसार It is *me*/This is *me*/This is *him*/That is *her* इत्यादि प्रयोग शुद्ध हैं, क्योंकि ये काफी प्रचलित हो गये हैं।

Note (b)—यहाँ एक बात याद रखने योग्य है। जब ऐसे वाक्यों में who/which that+clause आता है, तब Verb 'to be' के बाद सदा Nominative Case आता है, Objective नहीं। इन वाक्यों पर विचार करें—

1. It was *he who* was really guilty.
2. It was *him who* was really guilty.

यहाँ पहले वाक्य में Verb 'to be' (was) के बाद he का प्रयोग हुआ है जो Nominative Case में है, क्योंकि इसके बाद who+clause आया है। यदि यहाँ who+clause नहीं आता (अर्थात् केवल It was he रहता), तो he के बदले him का भी प्रयोग शुद्ध माना जाता; जैसे—

It was him.

पर who के आ जाने से यहाँ him का प्रयोग नहीं हो सकता, क्योंकि यह व्याकरण की दृष्टि से तो अशुद्ध है ही, प्रयोग के भी विपरीत है। अतः दूसरा वाक्य अशुद्ध है। इसलिए जब आप देखें कि Verb 'To be' (is, was) के बाद एक Pronoun आता है और वाक्य उसके बाद समाप्त हो जाता है, तब वहाँ उस Pronoun को Nominative या Objective किसी भी Case में रख सकते हैं—

1. It is I. 2. It is me.

ये दोनों ही वाक्य शुद्ध माने जाएँगे, पर यदि Verb 'to be' के बाद आने वाले Pronoun के बाद clause का प्रयोग हो, तो उस Pronoun को सदा Nominative Case में रखें; जैसे—

1. It is *he* who is to blame. 2. It is *she* who is guilty.

Note (c)—यदि *Verb* 'to be' के पहले आने वाला Noun/Pronoun Objective Case में हो, तो इसके बाद आने वाले Noun/Pronoun को भी Objective Case में ही रहना चाहिए, Nominative में नहीं; जैसे—

I know the man to be *him*.

यहाँ Verb 'to be' के पहले man आया है जो Transitive Verb (know) का Object है। इसलिए नियमानुसार और प्रयोगानुसार भी Verb 'to be' के बाद आने वाले Pronoun (him) को Objective Case में रहना चाहिए। अतः यह वाक्य शुद्ध है। यहाँ him के बदले he का प्रयोग किसी भी दृष्टि से—व्याकरण या प्रयोग की दृष्टि से—उचित नहीं होता।

EXERCISE

Correct the following sentences—

(a) It is me who is guilty. (b) It was them who were to blame. (c) I found it to be he. (d) I guessed the woman to be she. (e) We knew it to be she. (f) We thought the actress to be she.

Hints—(a) I who am; (b) they who; (c) him; (d) her; (e) her; (f) her.

Rule XVII. It and This

(a). आप देखेंगे कि It कर्त्ता का काम करता है जब वाक्य से समय, दूरी, ऋतु/मौसम या अन्य प्राकृतिक घटना का बोध होता है; जैसे—

1. It is morning. 2. It is 7 o'clock. 3. It is winter.
4. It is very cold. 5. It is raining. 6. It thunders.

(b). It का प्रयोग Infinitive, Gerund और Clause के बदले भी होता है—

1. It is easy to say. 2. It is no use crying.
3. It is sad that he is ill.

(c). It का प्रयोग कथन पर जोर देने के लिए भी, वाक्य में कर्त्ता के समान होता है; जैसे—

1. It is I who called you. 2. It is he who said so.

(d). वाक्य में this कर्त्ता का काम करता है और इससे किसी व्यक्ति/वस्तु के नाम/पहचान/परिचय (identity), समीपता आदि का बोध होता है; जैसे—

1. This is a pen. 2. This is a cow.
3. This is my brother. 4. This is 51181.
5. This is All India Radio. 6. This is Voice of America.

It और This के इन कार्यों से यह स्पष्ट हो जाता है कि नाम/परिचय का बोध कराने के लिए This का प्रयोग होना चाहिए, It का नहीं और समय/मौसम आदि अर्थों में It का प्रयोग होना चाहिए, This का नहीं। यही कारण है कि नाम/परिचय जानने के लिए प्रश्नवाचक वाक्यों में This आता है, It नहीं; जैसे—*What is this ?*

(e). कुछ वाक्यों में Principal clause के बाद *it+noun/adjective* का प्रयोग होता है क्योंकि it के बाद is छिपा रहता है। ऐसे वाक्यों में it को *preparatory it* कहा जाता है। इस प्रकार के वाक्यों की बनावट होती है—*P.C. [subject+verb]+it+noun/adj.+infinitive/clause*; जैसे—

1. I think that it is wrong to travel without ticket.
   =I think *it is wrong* to travel without ticket.
   =I think *it wrong* to travel without ticket.

2. I consider that it is a pity to waste time.
   =I consider *it is a pity* to waste time.
   =I consider *it a pity* to waste time.

ध्यान दें कि ऐसे वाक्य is के बिना तो लिखे जा सकते हैं, पर it के बिना नहीं। इसलिए इस प्रकार न लिखें—

1. I think wrong to travel without ticket.
2. I consider an honour to work here.

यहाँ think/consider के बाद it का प्रयोग आवश्यक है। इस प्रकार यह स्पष्ट है कि ऐसे वाक्यों में *that* और *is* दोनों का लोप हो जाता है—

1. I consider *that* it *is* my duty to help the poor.
   =I consider it is my duty to help the poor.
   =I consider it my duty to help the poor.

इसे इस प्रकार न लिखें—

I consider my duty to help the poor.

REFRESHER COURSE I

Correct the following sentences—

1. He came with Mohan and myself.
2. Ram and myself will work together.
3. Myself found him stealing.
4. I am not one of those who believe everything I hear.
5. It is meant for you and myself.
6. I, you and he will go soon.
7. It's me who have helped you.
8. I am as good as him.
9. I answered more questions than him.
10. It is strictly between he and I.
11. I help everyone of my sons in their studies.
12. Is she taller than either of her three sisters ?
13. The student who you praised so highly, has failed.
14. I do not know whom they are.
15. Everyone of them think that they are right.
16. One shouldn't be proud of his wealth.
17. Either of the five books will serve the purpose.
18. I am one of those who says what I feel.
19. None of the two books will do.
20. Whom do you think is the oldest of the two ?
21. Someone gave me this letter but I don't remember whom.
22. It is him who I know full well.
23. The dog who is here it is mine.
24. She told you and I that herself will do the work.
25. He is a man whom I believe is honest.
26. I don't know who I should blame.
27. He is not such a man who can help me.
28. Neither of the eleven players turned up.
29. He who has come late, let him suffer.
30. Your watch is better than that of mine.

Hints—1. and I; 2. and I myself; 3. myself; 4. they hear; 5. and me; 6. You, he and I; 7. it is I; 8. as he; 9. than he; 10. him and me; 11. his studies; 12. anyone of her three sisters; 13. whom you; 14. who they; 15. thinks that he is right; 16. one's wealth; 17. Anyone of; 18. who say what they; 19. Neither of; 20. who.........the older; 21. remember who; 22. he whom; 23. which/that is here is mine; 24. you and me that she herself would; 25. the man who; 26. whom; 27. as can; 28. none of; 29. He......late should suffer; 30. than mine.

REFRESHER COURSE II

Explain why the following sentences are correct or incorrect—

1. Each of us have our own problems.
2. One must take care of his health.

3. Let you and I do it together.
4. I am the person who have started this work.
5. He is one of the greatest poet who has ever lived.
6. None of the two brothers came.
7. It was me who caught the thief.
8. I am not one of they who criticise everything I come across.
9. I have read Plato's writings, who was a great philosopher.
10. I did not read either of the five books.
11. You are the man who wish to help all.
12. I have received a letter and replied to the same.
13. The magistrate and collector have tendered their resignation.
14. He and I are doing their duty well.
15. He, I and you will work together.
16. One who labours he succeeds.
17. He does not love her wife.
18. Does she love his husband ?
19. I consider an honour to serve here.

■ ■ ■

PREPOSITIONS

TEST YOURSELF

Q. I. ***Correct or justify the following Sentences—***

1. Your argument is besides the point.
2. He was prevented to speak.
3. It is strictly between you or I.
4. There is a treaty among the five great powers.
5. The whole property was divided between the three sons.
6. She has no taste in music.
7. It is raining since the last few days.
8. You must return before a week.
9. He insisted me to go there.
10. He is investigating into this case.
11. There is a treaty among these five nations.
12. We should prevent damage and theft of railway property.
13. He was afraid and alarmed at the sound.
14. None but he was called for interview.
15. It's 7 oclock in my watch.
16. She covered her face by a piece of cloth.
17. She fell in a ditch.
18. He resigned from his post.
19. He resembles to his father.
20. He will come between 7 A.M. to 8 A.M.
21. He came and sat besides his wife.
22. The train is running in time.
23. They started in the morning of the 15th August.
24. He travelled in train but I by horseback.
25. That house was destroyed with fire.
26. All but him had fled away.

Q. II. ***Fill in the blanks with a suitable word given in brackets—***

1. The train is running—time. [to, in]
2. It—raining since Monday. [is, has been]
3. She has been ill—one month. [for, since]
4. You have to choose between death—disgrace. [or, and]
5. He is disqualified— [to compete, from competing]
6. We buy silk—the metre. [by, with]
7. She will return—a month. [by, within]
8. He is quick—figures. [in,at]
9. She is good—English. [in, at]
10. She died—cholera. [of, from]
11. She is sitting—an armchair. [in, on]

■ ■ ■

CHAPTER VIII

PREPOSITIONS

जहाँ हिन्दी में कारक की केवल पाँच-सात विभक्तियों (को, से, में पर आदि) से काम चल जाता है, वहाँ अँगरेजी में दर्जनों Prepositions की सहायता लेनी पड़ती है। हिन्दी के एक 'से' के लिए अंगरेजी में with, by, from, for, since आदि Prepositions हैं। कहीं 'से' का अनुबाद with होता है, तो कहीं by और यदि since या for का प्रयोग करना हो, तो एक अजीब आफत ही आ जाती है। यही कारण है कि Prepositions के प्रयोग में इतनी भूलें होती हैं। पर याद रखें कि Prepositions का शुद्ध प्रयोग जाने बिना आप अँगरेजी भाषा का रसास्वादन कर ही नहीं सकते। इसलिए इनके प्रयोग पर विचार करें।

Rule I. Between

(a)—Between के बाद जब दो Nouns या Pronouns आते हैं तो वे and द्वारा जुटे रहते हैं, or या to के द्वारा नहीं; जैसे—

1. Please see me *between* 7 p.m. *and* 8 p.m.
2. You have to choose *between* death *and* disgrace.
3. One has to choose *between* this *and* that.

इन वाक्यों में and के बदले or या to का प्रयोग अशुद्ध होता। देखिए, इस वाक्य में लेखक ने ऐसी ही भूल की है—

The choice before the two countries lay **between** *a closer union negotiated on equal terms* **or** *the severance of the existing connection.*

—G. M. TREVELYAN

यहाँ or के बदले and का प्रयोग होना चाहिए।

(b)—Between के बाद कोई एक Plural Noun या Pronoun आता है या दो Nouns/Pronouns जो and से जुड़े रहते हैं; पर इसके (between के) बाद Distributive 'each' या 'every' का प्रयोग नहीं हो सकता; जैसे—

1. He is between *two horns* of a dilemma.
2. It is between us.
3. I am between *two perils*.
4. It is between him and me.
5. He is between the devil *and* the deep sea.

अब इन वाक्यों को लें—

1. There is rivalry between *each* boy.
2. The batsman blew a whistle between *every* ball.

यहाँ पहले वाक्य में between के बाद each का और दूसरे में every का प्रयोग हुआ

है। यह प्रयोग अशुद्ध है। यदि आप each/every को हटाकर इसके बाद आने वाले Noun को Plural बना दें, तो वाक्य शुद्ध हो जाएँगे—between boys/balls.

(c)—Between के बाद जो and द्वारा जुड़े हुए Nouns/Pronouns आते हैं वे सभी Objective Case में रहते हैं, Nominative में कभी भी नहीं; जैसे—

1. It is between *Ram* and *me*. 2. It is between *him* and *her*.

इन दोनों वाक्यों में and द्वारा जुड़े Nouns या Pronouns Objective Case में हैं, इसलिए ये वाक्य शुद्ध हैं। अब इन्हें देखें—

1. It is between *he* and *I*. 2. It is between *he* and *she*.

ये वाक्य अशुद्ध हैं, क्योंकि यहाँ and से जुड़े Pronouns को Nominative Case में रख दिया गया है। ऐसी भूलों से अवश्य बचें।

EXERCISE

Correct the following sentences—

(a) Choose between a glorious death or an ignoble life. (b) Candidates will be interviewed between 4 p.m. to 5 p.m. (c) She stopped between every stitch. (d) It is strictly between you and I. (e) There is some misunderstanding between he and she. (f) The choice is between payment in cash or kind..

Hints—(a) death and......; (b) 4 p.m. and 5 p.m.; (c) between the stitches; (d) you and me; (e) him and her; (f) and in kind.

Rule II. Between and among

(a)—इन दोनों ही का अर्थ होता है 'बीच में'; पर इनमें अन्तर यह है कि between का अर्थ होता है केवल 'दो के बीच' और among का 'दो से अधिक के बीच'। इसलिए between का प्रयोग दो व्यक्तियों या वस्तुओं के साथ होता है, पर among का दो से अधिक के साथ; जैसे—

1. The money was divided *between* my *two* sons.
2. The money was divided *among* my *three* sons.

यदि यहाँ पहले वाक्य में among का प्रयोग होता और दूसरे में between का, तो भयंकर भूल हो जाती। इसलिए ये वाक्य अशुद्ध हैं—

1. The whole wealth was divided *between* the *five sons*.
2. The whole wealth was divided *among* his *two sons*.

(b)—Between का प्रयोग दो से अधिक के साथ भी होता है, जब उन सब वस्तुओं या व्यक्तियों के बीच परस्पर सम्बन्ध या सहयोग (reciprocal relation) का बोध होता है—

.....between is always required when aggregation or co-operation is expressed : The three *children saved over* a *hundred pounds* between *them.* —F. T. WOOD : CURRENT ENGLISH USAGE

नेसफिल्ड साहब का भी ऐसा ही मत है—

But **between** *can be used for more than two things or persons to denote some* **reciprocal action** *or* **relation.**

—NESFIELD : ERRORS IN ENGLISH COMPOSITION

इन वाक्यों को लें—

1. There is a treaty *between* the *five* great powers.
2. Our choice lies *between* these *four* candidates.
3. There is not much space *between* the *three* points.

इन वाक्यों में among का प्रयोग उचित नहीं होता, क्योंकि यहाँ परस्पर सम्बन्ध का भाव झलकता है।

Rule III. Among and Amongst

इन दोनों के प्रयोग में बहुत अन्तर नहीं, पर यह अवश्य कहा जा सकता है कि among का प्रयोग amongst से अधिक होता है। साधारण प्रयोग के लिए आप इस नियम को याद रखें—among या amongst के बाद यदि the आये, तो किसी भी एक का प्रयोग कर सकते हैं; पर यदि उसके बाद vowel आए, तो amongst का ही प्रयोग करना चाहिए—

amongst *the* men; among *the* men; amongst *us*.

इस सम्बन्ध में एक महान् आचार्य ने अपना विचार इस प्रकार प्रकट किया है—

It may be said with some confidence that (*i*) **among** *is the normal word,* (*ii*) **amongst** *is more usual before vowels, but* (*iii*) *before* **the....** *the two forms are used quite indifferently.* —FOWLER

Rule IV. Beside and Besides

Beside का अर्थ होता है, 'बगल में', 'समीप' या 'बाहर' (by the side of या outside) और इससे स्थान का बोध होता है; पर besides का अर्थ है 'अतिरिक्त' (in addition to); जैसे—

1. There is a river *beside* my residence.
2. Your argument is *beside* the point.
3. *Besides* English, he knows many other languages.

अब इन वाक्यों को देखें—

1. He sat *besides* me.
2. Your answer is *besides* the point.
3. *Beside* a pen, he has a watch.

यहाँ पहले दो वाक्यों में beside का और तीसरे में besides का प्रयोग होना चाहिए।

EXERCISE

Correct the following sentences—

(a) The entire property was divided between his five sons. (b) You have to choose among these two evils. (c) Please distribute these prizes between these three boys. (d) He came and sat besides his wife. (e) Beside my father and mother, my brother also came. (f) Beside giving me advice he gives me practical help. (g) There is a treaty of friendship among all the five great powers. (h) Distinguish among artistic, artful and artificial.

Hints—(a) among; (b) between; (c) among; (d) beside; (e) besides; (f) besides; (g) between; (h) between.

Rule V. With and By

इन दोनों ही का अर्थ 'से' या 'द्वारा' होता है, पर इनमें अन्तर यह है कि with का प्रयोग निर्जीव साधन (instrument with which a thing is done) के साथ होता है और by का प्रयोग सजीव कार्यकर्त्ता (agent या doer) के साथ; जैसे—

1. Mohan was beaten *by* his teacher *with* a cane.
2. I write *with* a pen.
3. It was written *by* me.
4. We hear with our ears.
5. We can't see without eyes.

यहाँ by के वदले with और with के वदले by का प्रयोग अनुचित होता।

Note (a)—निर्जीव साधन के साथ भी by का प्रयोग होता है जब वह साधन सजीव कायकर्त्ता (agent) की भाँति कार्य करता है; जैसे—

1. He was struck by lightning. 2. The house was destroyed by fire. 3. Engines are worked by steam. 4. He travels by car/train/air. 5. Streets are lighted by electricity.

Caution—यातायात के साधन (means of transport) के पहले by का प्रयोग होता है जब उसका प्रयोग सामान्य अर्थ (general sense) में होता है, पर यदि उसका प्रयोग किसी व्यक्ति के निश्चित या खास साधन के अर्थ में हो, अर्थात् उसके पहले Article या Adjective आए, तो उसके पहले कोई दूसरा preposition इस प्रकार आता है—

1. I went by car.
2. I went *in* my own car.
3. He goes to school by bicycle.
4. He goes to school *on* his own bicycle.
5. She came by taxi.
6. She came *in* a yellow taxi.

यह भी याद रखें कि foot और horseback के पहले on का प्रयोग होता है, by का नहीं; जैसे—

He travelled *on* foot/horseback.

Note (b)—कुछ वाक्यों में unit of time/length/rate/weights/measurements का वोध कराने के लिए by का प्रयोग इस प्रकार होता है—

1. Please finish the work by tomorrow.
2. He must have reached home by now/by this time.

3. We rent a house by the year.
4. We hire a taxi by the hour/day.
5. We engage a labourer by the day.
6. We buy cloth by the yard/metre.
7. We buy eggs by the dozen.
8. We buy oil/petrol by the litre.
9. Freight is charged by weight.
10. It's 7 o'clock by my watch.

Note (c)—With का प्रयोग कारण (cause) बताने के लिए भी होता है, जैसे—

1. He is sick with fever.
2. Her eyes are red with tears.

Rule VI. In and After

इन दोनों से समय का बोध होता है; पर इनमें एक अंतर है। 'बाद' (after the lapse of) के अर्थ में Period of Time रहने पर वाक्य में Future Tense के साथ in का प्रयोग होता है, after का नहीं; जैसे—

He will come *in* a week (वह एक सप्ताह के बाद आएगा)।

यहाँ after का प्रयोग अशुद्ध होता। इसलिए ये वाक्य अशुद्ध हैं—

1. He will come *after* a month.
2. He will *see* him *after* a few days.
3. He will see me *after* a week.

Note—After का प्रयोग Period of Time रहने पर Past Tense के साथ होता है; जैसे—

He came *after* a week.

यदि वाक्य में Point of Time (Period of Time नहीं) रहे, तो Future Tense के साथ भी after का प्रयोग हो सकता है; जैसे—

1. I will see you *after* the sixth period.
2. I will see you *after* you have come back.

Rule VII. In and Within

इन दोनों से समय का बोध होता है, पर In से 'बाद' का बोध होता है और within से 'पहले' का; जैसे—

1. He will come *in* a week. (एक सप्ताह के बाद)
2. He will come *within* a week. (एक सप्ताह के पहले)

Rule VIII. At and In/On

इन दोनों का अर्थ 'में' होता है और इनसे स्थान या समय का बोध होता है पर at का प्रयोग छोटे स्थान या समय के साथ होता है और in का बड़े स्थान या समय के साथ; जैसे—

1. He lives *at* home.
2. He lives *in* India.
3. He arrived *in* the country.
4. He works *at* night.

5. He will come *at* 5 o clock *in* the morning.
6. He reached *at* daybreak.
7. He came at last.
8. I met him in the field.
9. He goes out in the evening.

Note (a)—वाक्य में morning/evening/after noon के पहले on आता है, जब इसके बाद of + date का प्रयोग होता है; जैसे—

He started *on* the morning of the 15th August.

पर जब of + date नहीं रहता तब इसके पहले in आता है; जैसे—

He started *in* the morning.

Note (b)—कुछ verbs के साथ at का प्रयोग इन अर्थों में भी होता है—

value (degree), condition, situation, occupation.

इन वाक्यों को देखें—

1. This cow is valued at Rs 155/-
2. Wheat sells at Rs. 65/- a quintal.
3. She is a good hand at painting/translation.
4. He is playing at cards.
5. I am at work.
6. We are at peace (war).

Rule IX. In and Into.

(a)—इन दोनों का अर्थ होता है 'में' और इनसे स्थान का बोध होता है। बाहर से भीतर की ओर गति का बोध होने पर into का प्रयोग होता है, पर जब कोई वस्तु कहीं सामान्य अवस्था में रहती है तो in का; जैसे—

1. He is in the library.
2. She is lying in bed.
3. He is in love/debt/doubt.
4. She is in tears/in a hurry/rage. — स्थिर अवस्था
5. He is in good health/misery.
6. Her hair is in curls/ringlets.
7. He is sitting in an arm chair.
8. Please come into the house/garden.
9. He threw the paper into the fire. — बाहर से भीतर की ओर गति
10. She fell into a ditch.
11. He got into a trouble.

(b)—In से पेशा (occupation) का भी बोध होता है—

1. He is in politics.
2. He is in the army.

(c)—In से साधन (means/medium) का भी भाव व्यक्त होता है; जैसे—

1. He is speaking in English.
2. The letter was written in ink/pencil.
3. The book was printed in two colours.

(d)—Into से अवस्था-परिवर्तन या परिणाम का बोध होता है; जैसे—

1. Water changed into ice.
2. The rain changed into snow.
3. She burst into tears.

EXERCISE

Correct the following sentences—

(a) He is into his garden. (b) I shall be free after a week. (c) I shall go at Monday on 5 o'clock. (d) The lion was shot with me by a rifle. (e) A woman covers her face by a piece of cloth. (f) The boy was beaten by a cane. (g) A thief entered in my room.

Hints—(a) in; (b) in; (c) on Monday at 5 o'clock; (d) by me with a rifle; (e) with; (f) with; (g) into.

Rule X (a). On and At

समय का बोध कराने के लिए on का प्रयोग खास दिन (day) या तिथि (date) के पहले होता है, पर at का घण्टे (hour) के पहले; जैसे—

1. I will start *on* Monday.
2. I will start *on* the 2nd June.
3. I will start *at* 5 o'clock.

यहाँ पहले दो वाक्यों में at और तीसरे में on का प्रयोग अशुद्ध होता।

(b). On और at से स्थान का भी बोध इस प्रकार होता है—

1. There is a book on the table.
2. There is no hair on his head.
3. My son is at school.
4. She is at home.
5. He is sitting on a chair. 6. He has a ring on his finger.

Note—कुछ Verbs के साथ on का प्रयोग इन अर्थों में भी होता है—
dependence, cause, consequence, direction, condition.

1. A cow lives on grass.
2. Man lives on food.
3. I congratulated him on his success.
4. On hearing a noise, I woke up.
5. Have you any money on you ?
6. He went on tour.
7. He fired on the thief.
8. He lends money on easy terms.
9. I am not on happy terms with him.
10. I had my lunch on the train.

Rule XI. In and On

किसी स्थान पर साधारण अवस्था या स्थिति में रहने का बोध कराने के लिए in का प्रयोग होता है, पर कहीं विशेष रूप से रहने या आधिकारिक स्थिति का बोध करने के लिए on का; जैसे—

1. He is *in* the room.
2. He is *on* the Committee.
3. I am *on* the Board of Studies.

समय (Time) का बोध कराने के लिए भी In/on का प्रयोग होता है—in time, on time; जैसे—

1. The 7 a.m. train started on time.
2. I was in time for the 7 a.m. train.

यहाँ in और on में थोड़ा अन्तर है—in time का अर्थ है **समय पर**, अर्थात् समय से कुछ पहले ही (देर से नहीं), पर on time का अर्थ है बिलकुल **निर्धारित समय** (अर्थात् ठीक ७ बजे) पर।

Note—जब time table के अनुसार कार्य होने का बोध होता है, तब *to time* का प्रयोग इस प्रकार होता है—

The train is running to time.

EXERCISE

Correct the following sentences—

(a) You are in the Board of Directors. (b) I am in the Peace Committee. (c) I will go at Tuesday on 4 o'clock.

Hints—(a) on; (b) on; (c) on-Tuesday at 4 o'clock.

Rule XII (a). By/Before and Within

By का अर्थ होता है 'किसी निश्चित समय तक' और Before तथा within का 'पहले'। इनसे समय का बोध होता है, पर अन्तर यह है कि by/before का प्रयोग Point of Time के साथ होता है, और within का Period of Time के साथ; जैसे—

1. I shall go *before* (or *by*) Monday next.
2. I will start *before* (or *by*) 6 o'clock.
3. I will see him *within* a week.

यहाँ पहले दो वाक्यों में within और अन्तिम में before का प्रयोग अशुद्ध होता। By से कुछ पहले (before) का बोध होता है, पर at से बिलकुल ठीक समय का; जैसे—

1. I will reach by 6 a.m.
2. I will reach at 6 a.m.

by 6 a.m. का अर्थ है छह बजे से कुछ पहले, पर at 6 a.m. का अर्थ है कि छह बजे।

(b). By और Before से स्थान का भी बोध होता है। वैसी अवस्था में by का अर्थ होता है 'किनारे पर', 'बगल में' (नजदीक) और before का 'सामने'; जैसे—

1. She sat by her husband. 2. There is a house by the river.
3. He stood before me. 4. The thief stood before the judge.

(c). जब by का प्रयोग verb के साथ होता है तो Verbal phrases की रचना होती है और इनसे agency/manner/measure (standard) आदि अर्थों का बोध होता है; जैसे—

1. He was taken by surprise. 2. I caught him by the neck.
3. It is 7 o'clock by my watch. 4. He is a tailor by trade.

Rule XIII (a). Of and Off

कुछ वाक्यों में of और off से *separation/distance* का बोध होता है; जैसे—

1. My house is within a mile *of* the market.
2. The dog jumped *off* the chair.
3. He was robbed *of* his money.
4. He is *off* duty now.

(b). कुछ Verbs के बाद *of* आता है और इन अर्थों में प्रयुक्त होता है—

cause, source (origin), possession (ownership), relation, material, quality (characteristics), part (portion).

1. He died of cholera. 2. This glass is full of wine.
3. It tastes of onion. 4. It smells of wine.
5. He comes of a noble family. 6. It is a poem of Milton.
7. This house of Ram is good. 8. The horses of Mohan are white.
9. He is the son of a rich man. 10. He is a friend of mine.
11. The chair is made of wood. 12. This house is made of brick.
13. It is an act of kindness. 14. This land is an apple of discord.
15. Give me a piece of bread. 16. It is a part of my duty.

Rule XIV (a). For and Since

इन दोनों ही का अर्थ 'से' होता है। इनसे समय का बोध होता है, और यह भी बोध होता है कि जो काम भूतकाल में आरम्भ हुआ था वह अभी भी जारी है। इनके प्रयोग के संबंध में इन नियमों का ध्यान रखें—

(i) For और Since के पहले Present Perfect/Past Perfect/Present/Past Perfect Continuous Tense आता है।

(ii) For के साथ period of time (अवधि) का प्रयोग होता है और इससे यह बोध होता है कि कार्य कितने समय तक चला। For के साथ period of time बताने के लिए इनका प्रयोग होता है—

for+numeral adj.+hours/minutes/days.

for+numeral adj.+week/month/year/a long time.

(iii) Since के साथ point of time (निश्चित समय-सूचक शब्द) आता है और इससे यह बोध होता है कि कार्य कबसे आरम्भ हुआ। Since के साथ point of time बताने के लिए इनका प्रयोग होता है—

Since+morning/evening/night/o'clock
Since+name of the day/month/year
Since+birth/death/marriage/arrival/departure
Since+name of an event/festival.

इन वाक्यों को देखें—

1. It has been raining since 7 o'clock/morning.
2. It has been raining for five hours.
3. She has been working here since 1980.
4. She has been working here for five years.
5. I have'nt seen him since his birthday/marriage.
6. He has been ill for a week.
7. He has been ill since Monday.
8. I haven't written to him since May.
9. I haven't written to him for over a month.

अब इन वाक्यों को देखें—

1. He *is* here *since* Monday.
2. He has been ill *since a week*.

यहाँ पहले वाक्य में Monday से पता चलता है कि काम कब से शुरू हुआ, पर since के पहले Present Simple Tense का प्रयोग हुआ है, जो अशुद्ध है। यहाँ Present Perfect (has been) का प्रयोग होना चाहिए—

He has been here *since* Monday.

दूसरे वाक्य में since के पहले Present Perfect Tense का प्रयोग तो हुआ है पर इसके बाद a week का, जिससे 'कितने समय' (Period of Time) का बोध होता है, 'कब से' (from when) का नहीं। इसलिए यहाँ since के बदले for का प्रयोग होना चाहिए—

He has been ill *for* a week.

अतः ये सभी वाक्य अशुद्ध हैं—

1. It is raining since last Thursday.
2. The school *was closed* since yesterday.
3. My father has been ill since *three days*.
4. The results have been known since *two days*.

यहाँ पहले वाक्य में is के बदले has been और दूसरे में was closed के बदले has been closed का प्रयोग होना चाहिए। तीसरे और चौथे में since के बदले for का प्रयोग होना चाहिए, क्योंकि three days/two days से Period of Time का बोध होता है, Point of Time का नहीं।

(b) Verb/Noun+for

कुछ वाक्यों में *verb+for* या *noun+for* से इन अर्थों का बोध होता है—
in place (stead) of, in exchange for, on behalf of, in favour of

for the sake of, for the purpose of, in spite of, in the direction of.

इन वाक्यों को लें—

1. I took him for a thief.
2. I bought a pen for Rs. 5/-.
3. Let us die for our country.
4. I bought a pen for Ram.
5. He left for Bombay.
6. For all his wealth he is not happy.

(c). For and During

For और During इन दोनों से Period of Time (अवधि) का बोध होता है, पर इनमें एक अन्तर है। For के साथ Period of Time अनिश्चित होता है, पर During के साथ वह निश्चित (जाना हुआ) रहता है; जैसे—

1. for an hour, for a month, for ever, for a long time.
2. during summer/winter/night,
   during Puja holidays/Christmas,
   during one's childhood, during 1942.

Rule XV. Since and From

इन दोनों ही का अर्थ 'से' होता है और इनका प्रयोग Point of Time के साथ होता है। इनमें अन्तर यह है कि since का प्रयोग केवल Past Time बतलाने के लिए होता है पर from का प्रयोग सभी Tenses में होता है। इसलिए since के प्रयोग Future Tense के साथ करना अशुद्ध है। इन वाक्यों को लें—

1. He has been ill since Tuesday.
2. He will be absent from Tuesday.
3. He was absent from Tuesday to Thursday.

ये सभी वाक्य शुद्ध हैं, पर यह वाक्य अशुद्ध है—

He *will* be absent *since* Tuesday.

Note—From से इन अर्थों का भी बोध होता है—

starting point (place/time), giver or sender, lower limit, separation, material, cause, difference, source (origin).

इन वाक्यों को देखें—

1. He is begging from door to door.
2. The bus stop is two kilometres from our college.
3. This is a letter from father/mother.
4. The price of this pen has increased from Rs. 5 to Rs. 7.
5. Leaves are falling from the tree.
6. Wine is made from grapes.
7. She is suffering from fever/starvation.
8. He died from loss of blood.
9. This book differs from the rest.
10. We draw water from a well.

Caution—of and From

of और from इन दोनों से material (वस्तु/सामान) का बोध होता है, पर इनमें एक अन्तर है। इन वाक्यों को लें—

1. This house is *made of* brick.
2. Wine is *made from* grapes.

'make of' से केवल यह बोध होता है वह वस्तु ज्यों-की-ज्यों रह जाती है। पर *make from* से यह बोध होता है कि वह वस्तु दूसरी वस्तु में बदल जाती है। इन वाक्यों को भी देखें—

1. Butter is made from milk. 2. A bridge is made of steel.

Rule XVI. To

To का प्रयोग इन अर्थों में होता है—

direction, comparison, before, until.

इन वाक्यों को देखें—

1. Please turn to the right/left.
2. He is going to market/college.
3. We won by five goals to two.
4. He prefers walking to swimming.
5. It is ten to seven. It is five to ten.
6. The college will remain closed from Friday to Monday.
7. She begs from morning to evening.

Rule XVI. Verb/Adj. + Preposition + Gerund

कुछ ऐसे Verbs और Adjectives होते हैं जिनके बाद Infinitive कभी भी नहीं आता। वैसी अवस्था में Infinitive के बदले Preposition आता है और Preposition के बाद सदा Gerund (verb + ing) आता है। इस प्रकार, वाक्य की बनावट होती है— preposition + verb + ing. ये हैं—

abstain from, aim at, assist in, bent on, confident of, debar from, desirous of, desist from, despair of, disqualified from, dissuade (one) from, excel in, excuse for, fortunate in, hinder (one) from, hopeful of, insist on, intend on, meditate on, negligent in, passion for, perceive in, persist in, prevent from, (to take) pride in, prohibit (one) from, proud of, refrain from, repent of, succeed in, successful in, think of.

इस सूची की सहायता से याद रखें कि किस Verb/Adjective के बाद कौन उपयुक्त Preposition आता है और तब इन Prepositions के बाद Gerund का प्रयोग अवश्य करें। कुछ लोग ऐसे Verbs और Adjectives के बाद Preposition के बदले Infinitive का प्रयोग कर देते हैं, जो निस्सन्देह अशुद्ध है। इन वाक्यों को देखें—

1. He prevented me *to do* it. 2. He refrains *to do* it.

3. He is disqualified *to* compete.
4. I am desirous *to go*.
5. I am hopeful *to pass*.
6. He persists *to do* so.

इन वाक्यों में Infinitive का प्रयोग अशुद्ध है। उपयुक्त Preposition का प्रयोग इस प्रकार करें उसके बाद Gerund का—*preposition+gerund*, जैसे—

1. He prevented me *from doing* it.
2. He refrains *from doing* it.
3. He is disqualified *from* competing.
4. I am desirous *of going*.
5. I am hopeful *of passing*.
6. He persists *in doing* so.

Note—Aim के बाद preposition+gerund (aim at returning) के वदले aim+infinitive का प्रयोग आजकल काफी तेजी से चल पड़ा है, जो एक अमेरिकी प्रयोग (American usage) है। शुद्ध अँगरेजी प्रयोग (British idiom) के अनुसार aim at+verb+ing होना चाहिए, aim to+verb नहीं, जैसा कि एक महान् व्याकरणाचार्य का विचार है—

The Verb in the metaphorical sense of purpose or design or endeavour is idiomatically followed by at *with the gerund and not by* to *with the infinitive......And the infinitive construction, though not good British, appears to be good American, since it is certainly a favourite with Emerson.....*
—FOWLER : MODERN ENGLISH USAGE

मेरे जानते aim के बाद Infinitive का प्रयोग (aim to) अब केवल अमेरिका तक ही सीमित नहीं रह गया है। अँगरेजी के महान् लेखकों ने भी इसको अपना लिया है। F. R. Leavis और T. S. Eliot साहब ने भी *aim to be/aim to return* का प्रयोग किया है—

Our second danger is to associate tradition with the immovable; to think of it as something hostile to all change; to **aim to return** *to some previous condition which we imagine as having been capable of preservation in perpetuity, instead of* **aiming to stimulate** *the life which produced that condition in its time.*
—T. S. ELIOT

Fowler साहब तथा अन्य आचार्यों के अनुसार यहाँ aim to return के वदले aiming at returning और aim to stimulate के बदले aiming at stimulating होना चाहिए। मेरी समझ में इस प्रयोग को अब Americanism कहकर टाल देना उचित नहीं। जब अँगरेजी के महान् लेखकों ने इसे अपनाया है और साहित्य में इसे सम्मानपूर्वक स्थान दिया है, तो उचित यह है कि व्याकरण भी इसे ग्रहण कर ले, क्योंकि व्याकरण और प्रयोग के बीच जितना अन्तर बढ़ता है वह उस भाषा के लिए उतना ही हानिकारक सिद्ध होता है। फिर भी, यह तो मानना ही पड़ेगा कि aim के बाद prep.+gerund का प्रयोग Infinitive से अधिक अच्छा है और प्रयोग में अधिकतर यही मिलता है।

EXERCISE

Correct the following sentences—

(a) Who can prevent me to go there ? (b) Would you assist me to do it ? (c) He is bent to ruin himself. (d) Ram is confident to win. (e) I cannot hinder

you to go there (f) He is negligent to attend the class. (g) I am proud to have a friend like you. (h) He repented to do it. (i) He succeeded to do this work. (j) I have a passion to learn new things. (k) I prohibited him to do that work. (l) I insisted him to leave the place.

Hints—(a) from going; (b) in doing; (c) on ruining; (d) of winning; (e) from going; (f) in attending; (g) of having; (h) of doing; (i) in doing; (j) for learning; (k) from doing; (l) insisted on his leaving.

Rule XVIII. Ellipsis in Preposition

Preposition के सम्बन्ध में आप एक और बात का ध्यान रखें। वाक्य में दो या दो से अधिक शब्दों को जोड़ने पर उनके लिए एक ही Preposition का प्रयोग होता है, यदि वह Preposition उनमें से प्रत्येक शब्द के लिए उपयुक्त (Appropriate) हो। पर यदि वे ऐसे शब्द हों जिनमें से प्रत्येक के लिए वह उपयुक्त नहीं हो (एक के लिए उपयुक्त और दूसरे के लिए नहीं), तो आप प्रत्येक शब्द के लिए उपयुक्त Preposition का अलग-अलग प्रयोग करें, उन सबके लिए एक ही (common) Preposition का नहीं; जैसे—

We should prevent *damage to* and *theft of* railway property.

यहाँ दो Nouns ('damage' और 'theft') को and से जोड़ा गया है। आप जानते हैं कि damage के बाद to आता है, पर theft के बाद of. इन दोनों शब्दों के लिए अलग-अलग उपयुक्त Prepositions हैं। इसलिए इन दोनों ही Prepositions का प्रयोग किया गया है—damage to and theft of.

आप ऐसा नहीं लिख सकते—

We should prevent damage and theft *of* railway property.

यहाँ 'of' theft के लिए तो उपयुक्त है, पर damage के लिए नहीं। अब इस वाक्य को देखें—

He is not only hopeful but also confident *of* success.

यहाँ hopeful तथा confident दोनों ही के लिए एक Preposition 'of' का प्रयोग हुआ है, जो शुद्ध है, क्योंकि यह Preposition दोनों ही के लिए उपयुक्त है—of (hopeful + confident). एक-दो और उदाहरण लें—

1. He was neither ashamed nor sorry *for* his deeds.
2. He has interest and passion *for* sports.

ये दोनों वाक्य अशुद्ध हैं। पहले वाक्य में एक ही Preposition 'for' का प्रयोग किया गया है जो sorry के लिए तो उपयुक्त है, पर ashamed के लिए नहीं, क्योंकि ashamed के बाद of आता है। यहाँ 'for' common factor नहीं है। इसलिए इस वाक्य की बनावट इस प्रकार की होनी चाहिए—

He was neither *ashamed of* nor *sorry for* his deeds.

दूसरे वाक्य में भी 'for' common factor नहीं है, क्योंकि interest के बाद in आता है, for नहीं। अतः इस वाक्य की बनावट इस प्रकार की होनी चाहिए—

He has *interest in* and *passion for* sports.

EXERCISE

Correct the following sentences—

(a) Please listen and reflect on this matter. (b) He was afraid and alarmed at the sound. (c) I neither object nor approve of it. (d) Let 4 be added or subtracted from 8. (e) It added rather than detracted from its beauty.

Hints—(a) listen to; (b) afraid of; (c) object to; (d) added to; (e) added to.

Rule XIX. Transitive Verb and Preposition

Transitive Verb के साथ Preposition का प्रयोग उचित नहीं; जैसे—

1. The poet describes *about* nature.
2. He discussed *on* this problem.

इन वाक्यों में 'describes' और 'discussed' Transitive Verbs हैं। इसलिए पहले वाक्य में about और दूसरे में on का प्रयोग अशुद्ध है। अब इन वाक्यों को देखें—

1. He investigated into the case. 2. He criticised upon my action.
3. He resembles to his mother. 4. I recommended for him.
5. I did not catch up his words. 6. He resigned from his post.

इन वाक्यों में into/upon/to/for/up/from का प्रयोग अनावश्यक है।

EXERCISE

Correct the following sentences—

(a) I asked from him a question. (b) A wife must love to her husband. (c) The conference discussed on the merits of the issue. (d) In these lines the poet has described about death. (e) I will investigate into the case. (f) He forgot about me. (g) He signed to the deed. (h) It does not answer to my purpose.

Hints—(a) asked him; (b) love her; (c) discussed the merits; (d) described death; (e) investigate the; (f) forgot me; (g) signed the deed; (h) answer my purpose.

Rule XX. 'But' and the Case

But का अर्थ जब *except* होता है, तब इसका प्रयोग Conjunction और Preposition दोनों ही प्रकार से होता है। इसलिए इसके बाद Nominative और Objective दोनों में से किसी का भी प्रयोग शुद्ध होता है। हाँ, आधुनिक अँगरेजी में but के बाद आने वाले Noun/Pronoun को Nominative Case में रखा जाता है, क्योंकि इसका प्रयोग Conjunction की भाँति हो रहा है। पर इसका अर्थ यह नहीं कि but के बाद Noun/Pronoun को Objective Case में रखना अशुद्ध है। वास्तव में, बोलचाल की भाषा में, और खासकर American usage के अनुसार but के बाद अधिकतर Objective Case का ही प्रयोग होता है। इस सम्बन्ध में इन मतों पर विचार करें—

In colloquial use 'me', 'us' etc. are more common after 'but' than 'I', 'we' etc. and are equally correct.

—THE SHORTER OXFORD DICTIONARY

In Modern English the uses of 'but' followed by nouns and pronouns are regarded by most writers as conjunctive, although use as a preposition before pronouns is still prevalent in the spoken language, especially when the pronoun is in the final position.

—WEBSTER'S INTERNATIONAL DICTIONARY

The answer is that but *was originally a preposition meaning outside; but is now usually made a conjunction, the Subjective Case being*

preferred after it when admissible....'all but he had fled' *exemplifies the normal modern literary use,* 'All but him' *is used by those who either do not know or do not care whether it is right or not, and accordingly it* is still good colloquial .....

—FOWLER : MODERN ENGLISH USAGE

Custom has sanctioned the ungrammatical phrase but he, but she, but they. *But none need be afraid to say* but him, but her, but them *which would be far better grammar.*

—NESFIELD : ERRORS IN ENGLISH COMPOSITION

इन सभी आचार्यों ने यह स्वीकार किया है कि but के बाद Nominative और Objective में से किसी एक का प्रयोग शुद्ध है—but him या but he. केवल इतना ही अन्तर है कि but के बाद Nominative Case (but he) आधुनिक साहित्यिक प्रयोग (modern literary use) है, क्योंकि अब but को अधिकतर Conjunction ही समझा जाता है और but के बाद Objective Case (but him) बोलचाल का प्रयोग (colloquial) है, क्योंकि कुछ लोग अभी भी but को Preposition ही मानते हैं। ये दोनों ही प्रयोग शुद्ध हैं, पर यदि शुद्ध आधुनिक व्याकरण की दृष्टि से देखा जाय तो but के बाद Nominative Case का प्रयोग Objective Case से अधिक अच्छा है; जैसा कि Fowler साहब ने भी बतलाया है। Nesfield साहब का विचार है कि but him/but her आदि but he/but she से अच्छा है, क्योंकि but she/but he आदि ungrammatical हैं। पर वास्तव में इनका यह विचार न तो युक्तिसंगत है और न आधुनिक ही, क्योंकि जैसा ऊपर कहा गया है, आजकल but का प्रयोग अधिकतर Conjunction की भाँति हो चला है। मेरा तो विचार है कि आप Fowler साहब के मतानुसार चलें और but him तथा but he दोनों ही को शुद्ध मान लें—पहले को प्रयोग की दृष्टि से और दूसरे को आधुनिक व्याकरण की दृष्टि से। इन दोनों में अधिक अच्छा कौन है, यह प्रश्न उठाना ठीक नहीं, क्योंकि यहाँ एक बहुत बड़ा प्रश्न उठ सकता है कि व्याकरण और प्रयोग में अधिक अच्छा या बड़ा कौन है। सबसे अच्छा विचार तो यह है कि व्याकरण और प्रयोग एक-दूसरे के पूरक हैं, शत्रु नहीं। इसी आधार पर इन दोनों ही वाक्यों को शुद्ध मानें—

1. All *but him* had fled away. 2. All *but he* had fled away.

Rule XXI. Position of Preposition

Prepositions किसी Noun/Pronoun के पहले आते हैं और उनके बीच सम्बन्ध स्थापित करते हैं। पुरानी परिभाषा की दृष्टि से Preposition का स्थान Nouns/Pronouns के पहले रहता है। क्यों? इसलिए कि Pre का अर्थ होता है 'पहले' और position का अर्थ होता है 'स्थान', पर आधुनिक अँगरेजी में इन अवस्थाओं में Preposition का स्थान Nouns/Pronouns के बाद रहता है—

(i) Interrogative Pronouns के साथ; जैसे—

1. Who are you thinking *about* ?
2. Who are you speaking *to* ?
3. What are you looking at ?

(ii) Relative Pronouns (object) के लोप होने पर; जैसे—

1. The boy you are looking *at* is my brother.

2. This is the book I told you *about*.

इस विषय पर हमलोगों ने Pronoun के अध्याय में (Relative तथा Interrogative Pronouns के सम्बन्ध में) पहले ही विचार कर लिया है।

EXERCISE

1. *Make five sentences like the following—*

1. Which train will you go by ?
2. The man you were talking to is my brother.

EXERCISES WORKED OUT

[Exercise from Nesfield's Grammar]

(A)

1. I acquit you *of* all complicity in that crime; and hope you will be compensated *for* the annoyance entailed *upon* you *by* the groundless imputation.
2. I was horrified *at* the sight *of* so much distress.
3. He did not die *of* cholera but *from* the effects *of* overexposure *to* the sun *at* an unhealthy time *of* the year.
4. This shopkeeper deals *in* grain, but he did not deal honestly *by* me and I shall have no more dealings *with* him in future.
5. You will have to answer *to* me *for* your misconduct.
6. Forty students competed *with* one another *for* a single scholarship.
7. I must consult *with* you *on* that matter shortly.
8. Do not exult offensively *in* the victory you have won *over* your rival.
9. He is not possessed *of* much wisdom but possessed *with* a very high notion *of* his own importance.
10. Will you entrust me *with* that letter ? No, I will entrust nothing *to* you.
11. Always be prepared *for* the worst.
12. That motive prevails *with* me.
13. I prevailed *on* him to make the attempt, but he could not prevail *over* his adversary.
14. I rejoiced not only *in* my own success, but also *at* yours.
15. We must provide *for* our children *against* the evil day.
16. Some men stick *to* their point.
17. Why do you stare me *in* the face ? It is bad manners to stare *at* one in that manner.
18. The ship touched *at* Gibralter. He touched *upon* the subject of tides.
19. He supplied money *to* the men; and they supplied his horses *with* provender.

20. He could smile *at* their threats, for fortune continued to smile *on* him.
21. They proceeded *with* the business that they had commenced yesterday, before they proceeded *to* the consideration *of* any new questions.
22. Do not live *for* riches, but whatever you live *for*, live *by* honest labour; and if you have to live *on* a small income, live *within* your means.
23. He is labouring *under* a misapprehension, but he thinks he is labouring *on* a good cause and *for* the public welfare.
24. He once laid me *under* an obligation, and therefore, I am very unwilling to lay the blame *of* this affair *to* his charge.
25. He not only intruded *into* my house but *upon* my leisure, for I was engaged *at* that time *in* reading an interesting book.
26. The railways intersect *with* each other *at* this place.
27. Let me intercede *with* you *for* my friend.
28. I enquired *of* him *concerning* that matter.
29. He is impressed *with* that notion, and he desires to impress it *on* me.

(B)

1. The river *to* which I went *with* my brother abounds *in* fish; we took a boat and rowed *across* the stream *to* the opposite bank.
2. He promised to abide *by* the contract, and they relied *on* his honour *for* its fulfilment. But they were disappointed *of* their hopes, and found they could never trust their work *to* him again.
3. He lives *at* small cost, and he does so *by* abstaining *from* every kind of luxury and accustoming himself *to* humble fare such as is suitable *to* a person *of* small income.
4. The person who stood *before* the Judge yesterday was accused *of* throwing a stone *at* his neighbour's window, but nothing more came *of* the matter, and he was acquitted *of* the charge imputed *to* him.
5. A man *of* honour will adhere *to* his convictions, and act *from* a sense *of* duty, even if men rail *at* him and think him weak *of* understanding and wanting *in* common sense.
6. The intentions *of* that man admit *of* no doubt; we must agree *to* his terms, whether we approve *of* them or not, and there is no reason to be anxious *about* the result.
7. Aim *at* doing your duty *at* all risks, and do not be uneasy *in* mind *about* the consequences.
8. He was much alarmed *at* what he had just heard; and alluded *to* it as soon as he arrived *at* my house and alighted *from* his carriage.

9. The ship stopped a little way *off* the shore and an experienced man was at once appointed *to* the post *of* pilot *for* bringing her *into* port.
10. He had a great affection *for* his parents; but he had no taste *for* hard work and was not attentive *to* his studies.
11. One man complained *to* the Magistrate *of* A's dishonesty; another brought a complaint against A *about* some debt; in fact, A has made many enemies *for* himself.
12. When you attend school, attend *to* your studies. What has been the cause *of* your idleness, hitherto ? Surely there was no just cause *for* such laziness.
13. He took advantage *of* my ignorance, but he gained no real advantage *over* me *in* the end.
14. I am vexed *with* him *for* what he has done.
15. A man is adapted *for* any occupation which is adapted *to* his capacities.
16. I am annoyed *with* him *for* saying that; and I am not easily annoyed *at* trifles.

(C)

1. Whatever you decide *on* stick *to* it and do your best *under* difficulties.
2. I understand *from* all I hear that, though he despairs *of* success, nothing will deter him *from* his purpose.
3. I differ *with* you *at* the exact point *in* which dogs differ *from* wolves *in* shape or kind. But there is no difference *of* opinion *as* to their comparative fierceness.
4. He is so weak that all food disagrees *with* him. Care must be taken that he does not die *from* weakness.
5. He was deprived *of* that very thing *in* which he delighted most.
6. I depended *on* his coming *at* four o'clock; but *notwithstanding* all the hopes I had formed he deviated *from* his purpose and did nothing to defend me *from* injustice.
7. I disapprove *of* your way *of* working, and must, therefore, dispense *with* your services.
8. A blind man cannot distinguish light *from* darkness. Death does not distinguish *between* the rich and the poor.
9. I can divide this apple *between* two persons, but it is too small to be divided *among* forty; for it cannot be divided *into* forty parts.
10. When they had disposed *of* all their wares, there was a dispute *about* the profits, each man differing *with* the other.

11. Dissuade him *from* this folly, if you can; but I fear he is weak *in* his head *from* constant overwork and anxiety.
12. I will have nothing to do *with* a man who tries to domineer *over* everyone and cavils *at* everything which does not coincide *with* his own opinion.
13. More things are wrought *by* prayer than this world dreams *of*.
14. He dwells *among* a simple-minded people, *at* the Kalpi village *in* the northern part *of* the district.
15. He dwelt *for* a long time *on* that subject but no one really knew what he was driving *at*.
16. The Magistrate's decision *on* that case was not *in* accordance with the evidence. We must appeal *to* a higher court, where perhaps this slur *on* our character will be removed.
17. He has an excellent appetite *for* his dinner; but no aspiration *for* anything higher.
18. The hill was veiled *in* a mist; and we were tired *of* waiting till the mist cleared *off*, besides being tired *with* our exertions.
19. I am reconciled *with* my opponent, but not *to* my losses.
20. He was disqualified *for* the post on account *of* age, but he was not disqualified *from* competing *for* a diploma.
21. It is better to be clothed *in* rags than to be clothed *with* shame.

(D)

1. He embarked *on* board the steamer, which was to take him *to* India, where we intended to embark *in* some kind of trade.
2. He was more popular than most men *with* the people *of* the country.
3. In some place the sea encroaches *on* the land, *in* others the land gains *on* the sea. This is so well known, that I need not expatiate *on* it any further.
4. As soon as he emerged *from* poverty, he entered *into* partnership *with* a man *of* wealth, and the two then entered *upon* a grand commercial career.
5. I will exchange this book *with* you *for* another, if you have a good one to offer me *in* exchange.
6. He rejoiced *in* his success, and exulted *over* his fallen rival. I am not familiar *with* that subject, so I cannot fall *in* with your views, *or* engage *in* this controversy any longer.
7. He fought *with* the robbers *for* his life. The Spaniards allied *with* the English fought *against* the French *in* what is called the Peninsular War.
8. While the cat was running *at* the mouse, the mouse ran *into*

its hole and freed itself *from* danger.

9. Be so good as to furnish me *with* a copy *of* that letter. Furnish medicine *to* the sick.
10. A glance *at* this letter will convince you *of* its contents that he is grasping *at your* money. Everyone will grieve *for* your loss.
11. He increased *in* wisdom *with* the increase *of* age, and at last grew *out* of follies *of* his boyhood and youth. Thus *by* degrees he rose *to* eminence *in* his profession.
12. A young man should be *on* his guard *against* bad company, and beware *of* falling *into* their evil ways.
13. He loitered *about* this place *for* the greater part *of* the day, sometimes leaning *against* the wall, and sometimes strolling *to* the opposite side *of* the street.
14. Madagascar is an island *off* the east coast *of* Africa. The French could not prevail *upon* the inhabitants to surrender *without* an effort.
15. We must get rid *of* this difficult business at once. Let us enquire *about* the danger; and be ready *against* the evil day.
16. Your words are strange and quite *beyond* my comprehension. It is foolish to say what no one can understand and I thought you were *about* such folly.
17. This leaves no stain *on* his character, and no further prejudice *against* him should be entertained, as he has now cleared himself *of* all the faults imputed *to* him.
18. I have no liking *for* that man; in fact, I have taken a decided dislike *to* him. For all that, I wish to deal fairly *by* him.
19. My relations *with* him are now quite friendly and there is no ill feeling left *in* relation *to* that dispute.
20. Did you beg pardon *of* the teacher ? No, I do not like to entreat anyone *for* mercy.
21. I cannot agree *with* you *in* this matter; and therefore I do not agree *to* your proposal.
22. I blush *at* my own fault more than I blush *for* your reputation.
23. Rhetoric might be compared *with* poetry.
24. I am in need *of* good advice, but there is no need *for* your reproaches.
25. There is no use *in* my purchasing that article, for I have no use *for* it.
26. I have failed *of* my purpose because I failed *in* my first attempt and was not allowed to make another.
27. He is invested *with* full authority *by* me to invest my money *in* that speculation.
28. He is profuse *in* his promises, but not at all profuse *of* his money.

(E)

1. You must apologise *to* him *for* what you have done, even though the act was not done *with* any bad intention.
2. You will have to answer *to* your master *for* that mistake and you may hope *for* pardon, if you ask *for* it *in* the proper way.
3. You can appeal *to* a higher court and apply *for* a fresh trial; but it will be wiser to appoint some man who is versed *in* such matters to act as arbitrator *between* you and the opposite party.
4. To continue arguing and disputing *with* a man, when you are certain that he will not assent *to* your own views is not wise *of* you; men will only blame you *for* wasting your time, and ascribe your conduct *to* obstinacy.
5. While he was battling *with* the sea, the wind rose and the waves beat *against* the shore; he begged *for* help *from* those persons who were *in* the boat, and they pulled him up *out of* the water.
6. I have bestowed great attention *on* that subject, and I bethought myself *of* one thing, namely that a bridge must be built at once *over* the river, and that this bridge should be *of* iron, not *of* wood or brick.
7. One man boasts *of* his wealth, another prides himself *on* his wisdom : we cannot help blushing *for* persons who are so wanting *in* modesty and who cannot blush *at* their own faults.
8. India borders *on* Burma, and separated *from* it partly by the Bay of Bengal, which lies *between* them, and partly *by* a line *of* mountains situated *to* the north *of* the Bay.
9. A man should not brood *over* his troubles, however much he may be burdened *with* them.
10. She burst *into* tears, when she found that he did not care *for* her affection.
11. I am indifferent *to* heat and cold, because I have strong chest and there is no need *for* caution; I am sorry, however, that you have need *for* so such caution *with* every change *in* the weather.
12. He has a great capacity *for* mathematics and *in* respect of this subject his teacher has a great respect *of* his abilities.
13. In consideration *of* the fact that no one is perfect, you ought to show more consideration *for* other men's weaknesses, though there is no need to connive *at* their faults.

(F)

1. A drowning man will catch *at* a straw; and if he escapes, you need not caution him again *against* the danger *of* throw

ing himself *into* the water and bathing *out* of his depth.

2. Cease *from* speaking evil *of* others, and cling *to* charity. You will yourself be judged according *to* your judgment of others.
3. It is useless to clamour *for* what we cannot have. Do not complain *of* your lot. Be content *with* what you have already, and leave the future *to* Providence.
4. An eye *for* an eye, and a tooth *for* a tooth; this was the old law, but it has now been superseded *by* the duty *of* forgiveness.
5. They brought a complaint *before* the Magistrate *against* their neighbour who *without* asking their consent had dug a hole almost *under* the foundation *of* their house and thus rendered it unsafe *for* a dwelling place. The Magistrate complied *with* their request and issued a summons *against* him. He sentenced him *to* a fine for trespass.
6. A man who confides *in* a friend will not conceal anything *from* him, but will confer *with* him *on* all matters *of* real importance.
7. The wing *of* a bird corresponds *to* the arms of a man.
8. I had a long correspondence *with* him *on* the wisdom of conforming *to* custom, but he did not yield *to* my advice and remained unconvinced *of* his error. A man convinced *against* his will is *of the* same opinion still, as you know *from* the proverb. You cannot cure a man *of* his prejudices.
9. The culprit craved *for* pardon, and succeeded *in* getting it.
10. One cock crowed *over* the other *on account* of its victory, as one man boasts *of* having conquered another, and exults *over* his defeated rival.
11. You cannot compete *with* a man who is superior *to* yourself *in* resources. It is better to acquiesce *in* the fact that he has the advantage *over you.*
12. That trader there, who deals *in* cotton goods, has dealt hardly *by* his customers, and they must not concede *to* his demands *in* future.
13. The point you spoke *of* will be attended *to*. But if you ever touch *upon* it again, I hope you will speak *at* length *on* the wider question *on* which that point hinges
14. This is an exception *to* the usual rule. I hope, therefore, you will make an exception *of* my son's case, and show some forbearance *for* his inexperience.
15. Live amenably *to* reason, and independently *of* other men's help.
16. It is better even to be blind *of* one eye, than to be blind *to* one's own faults.

17. He is committed *to* a policy which he now dislikes and is not at all certain *of* its success.
18. He is blessed *in* his children, who have all turned out well, but he is not blessed *with* good health.
19. The ship is bound *for* India, and is bound by contract to arrive *at* Calcutta *by* the 18th of July.
20. He is accountable *to* his master *for* the money.
21. I do not concur *with* you *in* that opinion.
22. The decision *of* the dispute is left *to* me; but I have not yet given my decision *on* the matter.
23. I have had much experience *of* sicknesses, but none *in* curing them.
24. He guesses *at* his answer, for he has no genius *for* mathematics; in fact, he is not a genius *in* anything.
25. In old times an irruption was made *into* England *by* the Danes, who *at* first were more than a match *for* the Saxons.
26. I have no influence *over* that man and therefore, my advice has no influence *on* his actions.

REFRESHER COURSE I

Correct the following sentences—

1. Everyone except she sang a song.
2. Nobody but me was able to answer the question.
3. Let it be divided between you and I.
4. Nothing can prevent me to do what I like.
5. Would he not accept of my invitation ?
6. Why did you not reply my letter ?
7. This problem has to be considered in every point of view.
8. How can I agree with your proposal ?
9. Why should I differ from you ?
10. Please write me at your earliest.
11. Can you connect the one to the other ?
12. I will prefer death rather than dishonour.
13. Is she ill from fever ?
14. This scheme is entirely different to what I planned.
15. Has he really profited from your loss ?
16. He would prefer dying than begging.
17. She was presented with a nice gift.
18. I am not averse to play football.
19. Is he really addicted to gamble ?
20. I am confident to secure victory.
21. He is expert to cook up stories.
22. I insisted to have my say in the matter.
23. He was justified to blame you.
24. Nothing can hinder me to go there.
25. He persisted to give me the same reply.
26. He thought to win over the enemies.
27. I decline saying anything at present.
28. I hope passing the examination.
29. She expects meeting her friends.
30. I am inclined holding this view.

Hints—1. except her; 2. but I; 3. you and me; 4. me from doing; 5. accept my invitation; 6 reply to; 7. from every; 8. agree to; 9. with you; 10. write to; 11. with the other; 12. death to dishonour; 13. ill of; 14. different from; 15. by

your loss; 16. dying to; 17. presented a nice gift; 18 to playing; 19. to gambling; 20. confident of securing; 21. expert in cooking up; 22. insisted on having; 23. justified in blaming, 24. me from going; 25. persisted in giving; 26. thought of winning over; 27. decline to say; 28. hope to pass; 29. expects to meet; 30. inclined to hold.

REFRESHER COURSE II

Fill in the blanks with appropriate prepositions—

1. You are proficient—Physics but deficient—Chemistry.
2. One must conform—rules. One's actions must be—conformity—rules.
3. My views may be different—yours but you should not be indifferent—your interest.
4. He is endowed—divine gifts.
5. I differ—him but my pen does not differ—his. It does not differ—all respects.
6. I have now retired—service I now wish to retire—a jungle.
7. While labouring—a noble cause, I had to labour—a lot of handicaps. I have laboured hard—my book.
8. He is not entitled—all the honours which have been showered—him.
9. Promotion acts as an incentive—hard work.
10. I have considerable influence—my students but I have no influence—any minister. Your suggestions had a remarkable influence—my career.
11. I am anxious—my son's result. I am anxious—avoid future litigation. I am anxious—my son's welfare.
12. He met me—my way home and I asked him to meet me—the office. My appeals—peace—the town met—a rather poor response.
13. He hindered me—leaving the meeting. Dowry system is a hindrance—suitable marriages.
14. What a contrast—his father ! What a contrast—the two brothers !
15. He is greatly appreciated—his skill—acting.
16. India cannot yield—the ambition—the Chinese to take—force a portion —her northern borders.
17. A number—accidents are due—rash driving—the crowded roads—large cities.
18. The rules—grammar are essential parts—speech and usage peculiar—a language.
19. I am indebted—you—writing—me—time.
20. Most of the corruptions prevalent—our society are due—ambition—power. We should not be ambitious—fame—the cost—our society.
21. He is sitting—an examination.

Hints—1. in, in; 2. to, in, with; 3. from, to; 4. with; 5. with, from, in; 6. from, to; 7. for, under, at; 8. to, upon; 9. to; 10. over, with, on; 11. about, to, for; 12. on, in, for, of, with; 13. from, to; 14. to, between; 15. for, in; 16. to, of, by, of; 17. of, to, in, of; 18. of, of to; 19. to, for, to, in; 20. in, to, for, of, at, of; 21. for.

REFRESHER COURSE III

Explain why the following sentences are correct or incorrect—

1. His father is ill since two months.
2. I sat under the feet of a great teacher.
3. Between you and I neither of us is to blame.
4. He is absent since two months.
5. Please excuse me being late by a few minutes.
6. I insisted my friend to call a doctor.
7. He is angry upon me.
8. He does not obey to my orders.

9. Who were you talking to ?
10. I was prevented to go there.
11. I ordered for his dismissal.
12. All but him had fled away.
13. Here the poet describes about a lover.
14. He is justified to blame you.
15. I have great pleasure to introduce him to you.
16. When did he reach at the station ?
17. He has not written me for a long time.
18. He asked from me a question.
19. He has been sitting at my application.

REFRESHER COURSE IV

Match A with B, so as to make correct sentences.

A	B
He will come on	the morning
He will go in	Tuesday.
He has been ill since	a week.
He has been absent for	Wednesday.
Mangoes were divided among	both the sons.
Sweets were distributed between	all the children.
She is reading	into her room.
A thief broke	in her room.
There is a cap	over his head.
Birds were flying	on his head.
He was killed in	a sword.
He was killed with	an accident.

REFRESHER COURSE V

Fill in the blanks with an appropriate Preposition.

1. She is—home in Mathematics.
2. He is quick—figures.
3. They have no house to live—.
4. Beware—these mad dogs.
5. We are preparing—for examination.
6. She is blind—one eye but he is blind—his own faults.
7. He hanged himself—a piece of cloth.
8. Please come and sit—me.
9. He sells fish—the kilo.
10. They travelled—horse back.
11. I will always stand—you.
12. We buy eggs—the dozen.
13. She is good—translation.
14. What is he—now ?
15. He is guessing—the meaning.

■ ■ ■

VERBS

TEST YOURSELF

Q. I. *Correct or justify the following sentences—*

1. I should have liked to have seen her.
2. He prefers to die than to live in misery.
3. I could not avail of that lucky chance.
4. Cows give milk to us.
5. Will I pass the B.A. Examination this time ?
6. He did nothing but to laugh and sing all the time.
7. He had rather to die than to live.
8. No one has or can ever prove the existence of God.
9. He promised that he will must help me.
10. I reached the station after the train started.
11. Milk tastes sweetly but curd tastes sourly.
12. I don't know to drive a car.
13. I would not do that if I was you
14. Please pardon me reminding you.
15. The ship has sunken in this river.
16. English Grammar is not difficult to be learnt
17. Reading in the library, my dog began to bark.
18. He prevented me to smoke in the office.
19. Why do you avoid to see me ?
20. If I won a lottery I will buy a new car.
21. He has no pen to write.

Q. II. *Fill in the blanks with a word given in brackets—*

1. I object to—being appointed. [his, him]
2. He went to Rajgir—old things. [to see, for seeing]
3. He works hard lest he—fail. [may, should, might]
4. He bade the boy— . [stand, to stand]
5. The cloth has—. [shrunk, shrunken]
6. I had a letter—. [writing, written]
7. The river has—its banks. [overflown, overflowed]
8. I have decided—him. [to help, helping]
9. He prevented—doing it. [me, my]
10. She is addicted—. [to gamble, gambling]

■ ■ ■

CHAPTER IX

VERBS

कुछ अँगरेजी Verbs के रूप कभी-कभी अर्थ के अनुरूप नहीं होते और इसलिए इनका प्रयोग विशेष प्रकार से होता है। यहाँ हम वैसे Verbs के रूप, अर्थ तथा प्रयोग पर विस्तार-पूर्वक विचार करें।

Rule I. Is and Am

ये दोनों ही singular हैं, पर इन दोनों में अन्तर यह है कि 'is' Third Person Singular है पर 'am' First Person Singular. इसलिए is का प्रयोग he/she/it के साथ होता है, पर am का I के साथ। ऐसा क्यों होता है? यह भाषाविज्ञान (philology) का विषय है जो यह बताता है कि am है 'eimi'/'asmi' आदि Verbs का ही एक परिवर्तित रूप—

Anglo-Saxon. **Am, Eom** *is akin to Gothik* **im,** *old Norse* **em,** *Lithuanian* **esmi,** *Latin* **sum,** *Greek* **eimi,** *Armenian* **em** *and Sanskrit* **asmi.** —WEBSTER'S NEW INTERNATIONAL DICTIONARY

इसी प्रकार, is भी 'esti'/'asti' आदि का ही एक रूप है—

Is *is akin to Gothic* **ist,** *Lithuanian* **esti, est,** *Latin* **est,** *Greek* **esti,** *and Sanskrit* **asti.** —WEBSTER'S NEW INTERNATIONAL DICTIONARY

आप जानते हैं कि 'eimi'/'asmi' आदि का प्रयोग First Person Singular Pronoun के साथ होता है और 'esti'/'asti' आदि का Third Person Singular Pronoun के साथ। इसलिए am का प्रयोग केवल First Person Singular Pronoun (I) के साथ होता है और is का Third Person Singular Pronoun (he/she/it) के साथ यही इनके प्रयोग का ऐतिहासिक तथा वैज्ञानिक आधार है। इसलिए I के साथ is का प्रयोग और he/she/it के साथ am का प्रयोग हो ही नहीं सकता। हाँ, इंग्लैण्ड के अल्पज्ञ ऐसा प्रयोग (I is) अवश्य कर बैठते हैं, पर हमें उनका अनुकरण नहीं करना चाहिए।

EXERCISE

Correct the following sentences—

(a) I is the Headmaster of this school. (b) I is he. (c) I is a teacher in an H. E. School. (d) Is I a thief? (e) Is I not innocent?

***Hints*—Use 'an instead of 'is'.**

Rule II. Verb to be + Complement

बहुत-से वाक्यों में subject के साथ Verb *to be* (am/is/are/was/were) आता है और वह मुख्य क्रिया का काम करता है। ये Verbs सदा Intransitive रहते हैं और इसलिए वाक्य के अर्थ को पूरा या स्पष्ट करने के लिए इनके साथ एक noun/pronoun/

adjective/adverb आता है, जो complement का काम करता है। ऐसे वाक्यों की बनावट इस प्रकार की होती है—

Subject + be (am/is/are/was/were) + complement
(noun/pron./adj./adv.)

ऐसे वाक्यों से किसी व्यक्ति/वस्तु के अस्तित्व (existence), स्थिति-स्थान (position), अवस्था (condition), नाम, उम्र, जाति-धर्म, स्वभाव, व्यवसाय (पेशा), रूप-रंग, आकार-प्रकार, गुण-दोष, समय-मौसम, भाव-मूल्य आदि अर्थों का बोध होता है; जैसे—

1. God is. 2. She is a nurse. 3. He is here.
4. It is spring. 5. It is 5 o'clock. 6. It is red.
7. This is a pen. 8. He is ten. 9. She is a Christian.

Note—Verb *to be* का एक रूप होता है *were* जो कभी-कभी वाक्य के आरम्भ में आता है और इससे कोरी कल्पना या ऐसी इच्छा का बोध होता है जो पूरी न हो सके। ऐसे वाक्यों की बनावट इस प्रकार की होती है—

Were + subject + complement, [*noun/adj./adv.*]; जैसे—

1. Were I a king! 2. Were I young! 3. Were he here!

Rule III. It + is + noun/adj./infinitive

कुछ वाक्यों की बनावट इस प्रकार की होती है—

It + is + noun/adj./infinitive/gerund/clause

ऐसे वाक्यों से किसी कार्य के सामान्य रूप से होने का बोध होता है। इन वाक्यों को देखें—

1. It is easy *to say so.* [infinitive]
2. It is foolish *behaving like this.* [gerund]
3. It is very sad *that he is ill.* [clause]

ऐसे वाक्यों की बनावट इस प्रकार की भी हो सकती है—

1. To say so is easy.
2. Behaving like this is foolish.
3. That he is ill is very sad.

ध्यान दें कि ऐसे वाक्यों में Infinitive/Gerund/Clause वाक्य का subject हो जाता है और it का प्रयोग होता ही नहीं।

Rule IV. Static Verbs and Process (Inchoative) Verbs

Verb 'to be' (is/am/are/was आदि) से यह बोध होता है कि कोई वस्तु या व्यक्ति किसी एक अवस्था में स्थिर रूप से रहता है, क्योंकि verb 'to be' से एक स्थिर स्थिति या अस्तित्व का बोध होता है। इसलिए इन्हें static verb कहा जा सकता है।

कुछ Verbs ऐसे भी होते हैं जिनसे यह बोध होता है कि कोई वस्तु या व्यक्ति एक अवस्था से दूसरी अवस्था में बदल जाता है, अर्थात् ऐसी क्रियाओं से किसी कार्य के आरम्भ तथा विकास का बोध होता है। इसलिए इन्हें Process Verb या Inchoative verb कहा जाता है। ये Verbs हैं—

come, go, get, fall, grow, begin, because, turn.

इन वाक्यों को देखें—

1. Ram was a king. 2. Ram became a king.

पहले वाक्य से यह बोध होता है कि राम पहले से ही राजा था, पर दूसरे वाक्य से यह बोध होता है कि राम पहले राजा नहीं था; वह बाद में राजा बन गया। इसलिए was से यहाँ एक स्थिर अवस्था का बोध होता है, पर became से यह बोध होता है कि एक अवस्था दूसरी अवस्था में परिणत हो गयी।

कुछ और वाक्य लें—

1. He was a king.	He became a king.
2 It is dark.	It is growing dark.
3. He is weak.	He is getting weak.
4. It is true	It will come true.
5. He was asleep.	He fell asleep.
6. He was mad.	He turned mad.

यहाँ is/was से एक स्थिर स्थिति का बोध होता है, पर grow/get/come आदि से एक अवस्था से दूसरी अवस्था में (विकास के फलस्वरूप) बदलने का अर्थ प्रकट होता है।

इसलिए Inchoative Verb का प्रयोग इस प्रकार नहीं किया जा सकता—

There became a meeting/quarrel/war.

Rule V. Subject + Verb 'to be' + Infinitive

कुछ वाक्यों की बनावट इस प्रकार की होती है—

Subject + am/is/are + Infinitive.

1. I am to leave for Delhi next week.
2. He is to marry next year.

ऐसे वाक्यों से यह अर्थ प्रकट होता है कि कोई काम भविष्य में पूर्वनिर्धारित कार्यक्रम के अनुसार (आज्ञा या योजना के अनुसार) होगा।

Rule VI. ऐसे वाक्यों से आज्ञा/आदेश का भी बोध होता है. पर वह थोड़ा विनम्र (polite) और परोक्ष (indirect) ढंग का होता है; जैसे—

1. Candidates are to write their answers in their own words.
2. You are to arrange a party at once.

इन वाक्यों में 'are to write' के बदले 'must write' या 'have to write' और 'are to arrange' के बदले 'must arrange' या 'have to arrange' का भी प्रयोग हो सकता है, पर अर्थ में थोड़ा अन्तर पड़ जाएगा। याद रखें कि 'must' से कड़े आदेश का बोध होता है और 'have to' से बाध्यता (लाचारी) का, जो फौजी दुनिया के लिए तो उचित हो सकता है, पर सभ्य समाज के लिए नहीं। शिक्षित समाज आज्ञा और आदेश को बुरा नहीं मानता, पर वह यह भी चाहता है कि उसे आदर मिले। आदर और आदेश—इन दोनों ही भावों का समन्वय *verb 'to be' + infinitive* या *will + infinitive* के द्वारा हो सकता

है, must + infinitive या have + infinitive के द्वारा नहीं। इन्हें देखें—

1. You are to see me to-morrow.
2. You will see me to-morrow.
3 You must see me to-morrow.
4. You have to see me to-morrow.

तीसरे और चौथे वाक्य बहुत ही कड़ी चोट करते हैं न! इसलिए 'must' और 'have to' का प्रयोग जितना कम करें, उतना ही अच्छा। आप must या have to का प्रयोग केवल उन्हीं लोगों के लिए करें जो सभ्य भाषा समझ ही नहीं सकते।

Rule VII. Subject + was/were + Infinitive

कुछ वाक्यों की बनावट इस प्रकार की होती है—

Subject + was/were + Present Infinitive/Perfect Infinitive

1. My friend was to come. 2. They were to marry.
3. He was to have been married.

ऐसे वाक्यों से बोध होता है कि कोई काम जो किसी योजना के अनुसार भूतकाल में होने वाला था, वह हो नहीं सका।

Rule VIII. Subject + Verb 'to be' + Present Participle (verb + ing)

बहुत-से वाक्यों में Verb 'to be' एक सहायक क्रिया (auxiliary verb) का काम करता है। इस रूप में वह अपने साथ आने वाले Principal Verb में ing जोड़कर Imperfect Tenses (Present/Past/Future) बनाता है और समय का बोध कराता है। इनकी बनावट इस प्रकार होती है—

Subject + Verb 'to be' + verb + ing [Present Participle]

इस प्रकार के verbs से यह पता चलता है कि कोई काम अपूर्ण (imperfect) था या है या रहेगा। इन वाक्यों को देखें—

1. He is reading. 2. He was reading. 3. He will be reading.

ऐसे वाक्यों से यह बोध होता है कि कोई काम कुछ समय तक जारी है या था या रहेगा और वह कुछ समय के बाद समाप्त हो गया या हो जाएगा। इस प्रकार के वाक्यों से यह स्पष्ट आभास मिलता है कि कोई काम अनिश्चित समय तक जारी नहीं रहता, अर्थात् उसका अन्त निश्चित है।

Rule IX (a). Non-conclusive Verbs

अब इन क्रियाओं पर थोड़ा विचार करें—

think, feel, hope, love, desire, like, dislike,
know, see (समझने के अर्थ में), *understand, want, wish.*

इन क्रियाओं को non-conclusive verbs कहा जाता है। क्यों? इसलिए कि इनसे क्रिया की पूर्णता (स्थायित्व) का बोध होता है, थोड़े समय तक जारी रहकर समाप्त होने का नहीं। यही कारण है कि इन क्रियाओं का प्रयोग सामान्य अर्थ में Imperfect Tenses में

नहीं होता। इन वाक्यों को देखें—

1. I am writing English fairly well.
2. I am seeing what he means.

यहाँ Present Indefinite (simple) Tense का प्रयोग इस प्रकार करना चाहिए—

1. I know English fairly well. 2. I see what he means.

(b). अब कुछ ऐसे verbs पर विचार करें जिनका सम्बन्ध शरीर के अंगों (कर्मेन्द्रियों—senses) से रहता है। ये हैं—

see, hear, smell, taste, feel.

ऐसे verbs के द्वारा किसी वस्तु का ज्ञान प्राप्त होता है और यह बोध होता है कि यह स्थायी काम है; कुछ समय तक जारी रहकर समाप्त होने वाला नहीं। इस दृष्टि से (सामान्य अर्थ में) इनके लिए Imperfect Tenses का प्रयोग उचित नहीं। इन वाक्यों को लें—

1. We see with our eyes. 2. We hear with our ears.
3. The rose smells sweet. 4. This bed feels hard.

ऐसे verbs के साथ जब Imperfect (progressive) Tenses का प्रयोग होता है तो इनका अर्थ ही बदल जाता है, क्योंकि इनसे यह बोध होता है कि कोई काम बहुत थोड़े समय के लिए होता है—

1. He is smelling the fish to find whether it is fresh or rotten.
2. Who is hearing your case ?
3. The doctor is feeling my pulse.

EXERCISE

Fill in the blanks with verb in the Present Progressive Tense—

1. Cows——in the field.
2. Boys——kites.
3. He ——clothes.
4. She——her pupils.

Rule X (a). Subject+have+noun/have got+noun

कुछ वाक्यों में subject के बाद finite verb 'have' (has, have, had) आता है और उसके बाद कोई noun. ऐसे वाक्यों में have का प्रयोग Transitive verb की तरह होता है और इसके बाद आने वाला noun उसका object होता है। ऐसे वाक्यों से भिन्न-भिन्न प्रकार के अर्थों का बोध होता है।

इन वाक्यों को देखें—

1. I have a horse. 2. She has got a book.
3. They have money. 4. I have got a servant.

ऐसे वाक्यों से ownership (स्वामित्व) का बोध होता है, अर्थात् यह बोध होता है कि किसी व्यक्ति का किसी वस्तु/व्यक्ति के साथ मालिक और नौकर का सम्बन्ध है।

अब इन वाक्यों को लें—

1. I have two sons. 2. He has three daughters.
3. He has two wives. 4. I have two friends.

ऐसे वाक्यों से relationship (सम्बन्ध) का बोध होता है। यह सम्बन्ध पारिवारिक या सामाजिक आदि प्रकार का हो सकता है।

अब, इन वाक्यों पर विचार करें—

1. A man has two eyes. 2. A cow has two horns.
3. A horse has a tail. 4. This table has four legs.

ऐसे वाक्यों से relationship (सम्बन्ध) का बोध होता है। यह सम्बन्ध पारिवारिक/ होता है।

(b). Subject+have+noun

To 'have' से take/give/enjoy/experience आदि का भी बोध इस प्रकार होता है—

1. I have my breakfast at 7 a.m. [खाना]
2. I have my bath in the morning. [करना]
3. I had several letters from my son. [पाना]
4. I had no difficulty in finding his house. [अनुभव करना]

Note (a)—जब have से स्वामित्व/सम्बन्ध/आवश्यक गुण का बोध होता है, तो बोलचाल की भाषा (colloquial style) में have पर जोर देने के लिए have के साथ got (have+got) का प्रयोग होता है—

1. I have a house. I have got a house.
2. She has two sons. She has got two sons.

याद रखें कि अन्य अर्थों (करना, खाना आदि) में have के साथ got का प्रयोग नहीं हो सकता।

Note (b)—ऐसे वाक्यों का negative दो प्रकार से बनता है—

(i) Subject+have+no+noun या have+not any+noun.
(ii) Subject+do+not+have+noun.

यहाँ एक बात ध्यान देने योग्य है कि *have+no/not* से अस्थायी अभाव का बोध होता है अर्थात् यह बोध होता है कि किसी व्यक्ति के पास कोई वस्तु लिखने या बोलने के समय नहीं है, पर भविष्य में वह अभाव दूर हो सकता है। इसलिए have+no/not का प्रयोग उस कार्य के लिए होता है जो एक खास अवसर (one particular or specific occasion) पर होता है। पर *do+have no/not* से स्थायी अभाव व्यक्त होता है अर्थात् इससे यह बोध होता है कि किसी व्यक्ति के पास कोई वस्तु स्थायी रूप से नहीं है—लिखने या बोलने के समय नहीं है और भविष्य में भी उस अभाव की पूर्त्ति नहीं हो सकती। इसलिए *do+have no/not* से habitual/permanent action का बोध होता है। यह अन्तर इन वाक्यों से स्पष्ट हो जाता है—

1. Ram has no pen. 2. Ram does not have a pen.

यहाँ पहले वाक्य का अर्थ है कि राम के पास अभी कलम नहीं है, पर यह अभाव अस्थायी है। दूसरे वाक्य से यह बोध होता है कि राम के पास कलम अभी नहीं है और न भविष्य में होगी, अर्थात् यह अभाव स्थायी है।

कुछ और वाक्य लें—

1. **I haven't any money.** [अभी रुपया नहीं है—अस्थायी अभाव]
2. **I don't have any money.** [रुपया है ही नहीं—स्थायी अभाव]

हिन्दी में पहले प्रकार से 'नहीं है' का भाव व्यक्त होता है और दूसरे प्रकार से 'है ही नहीं' का भाव।

Note (c)—ऐसे वाक्यों का Interrogative दो प्रकार से बनता है—

(i) Have+subject+other words ?
(ii) Do+subject+have+other words ?

पहले प्रकार का प्रयोग अस्थायी कार्य के लिए होता है अर्थात् जो कार्य एक खास समय (one particular or specific occasion) से सम्बन्धित रहता है। पर दूसरे प्रकार का प्रयोग स्थायी कार्य (habitual/recurrent/permanent action) के लिए होता है। इन वाक्यों को देखें—

1. **Have you fever ?** 2. **Do you have fever ?**

पहले वाक्य का अर्थ है—क्या अभी (अर्थात् अस्थायी रूप से) आपको बुखार है ?

दूसरे वाक्य का अर्थ है—क्या आपको सदा (अर्थात् स्थायी रूप से) बुखार रहता है ?

हिन्दी में पहले प्रकार से 'क्या—है ?' का भाव व्यक्त होता है और दूसरे से 'क्या—रहता है ?' का भाव। यह अन्तर अमेरिका में नहीं माना जाता है।

Note (d)—जब have से स्वामित्व/संबंध/आवश्यक गुण का बोध होता है, तो have का having (अर्थात् continuous tense) नहीं होता पर जब have से लेना, देना, करना (give/take आदि) का बोध होता है, तो have का having (अर्थात् continuous tense) हो सकता है; जैसे—

1. **He has a small family.**
2. **They are having a birthday party.**
3. **I am having a nice time these days.**

इसलिए इस प्रकार न लिखें—

1. **He is having a small family.**
2. **I am having a servant.**

EXERCISE

Make five sentences like the following—

1. Have you indigestion ? 2. Do you have indigestion ? 3. He has no cow. 4. He doesn't have a house. 5. I have my lunch at 1 P.M.

Rule XI. Subject+have+Infinitive/have got+Infinitive

कुछ वाक्यों में subject+have+infinitive (to+verb) का प्रयोग होता है या subject+have got+infinitive का।

ऐसे वाक्यों में has/have/had एक Transitive verb का काम करता है और Infinitive उसका object होता है।

इस प्रकार के वाक्यों से आवश्यकता (necessity), अनिवार्यता (compulsion) या वाध्यता (obligation) का बोध होता है; जैसे—

1. He has to obey. He has got to obey. [वाध्यता]
2. He has to beg. He has got to beg. [आवश्यकता]

ऐसे अर्थ में must+infinitive का भी प्रयोग सकता है; जैसे—

1. He must obey. 2. He must beg.

Note—ऐसे वाक्यों का negative इस प्रकार वनता है—

(i) Subject+has/have/had+not+infinitive.
(ii) Subject+do/does/did+no have+infinitive.
(iii) Subject+need not+infinitive [without to].

इन वाक्यों को देखें—

1. He has to beg. (affirmative)
2. He has not to beg. (negative)
3. He does not have to beg. (negative)
4. He need not beg. (negative)

ध्यान दें कि ऐसे negative sentences से वाध्यता या आवश्यकता के अभाव का वोध होता है।

Rule XII. Subject+have+Object+Past Participle

कुछ वाक्यों में has/have/had के वाद noun/pronoun आता है और उसके वाद Past Participle (अर्थात् Verb का तीसरा रूप)। ऐसे वाक्यों में have और past participle के वीच आने वाला noun/pronoun एक object का काम करता है, क्योंकि वह Verb 'have' का object होता है।

इस प्रकार के वाक्यों से यह वोध होता है कि कोई काम किसी दूसरे के द्वारा (सहायता या प्रेरणा के द्वारा) होता है, स्वयं कर्त्ता के द्वारा नहीं। इसलिए ऐसी क्रिया को अंगरेजी में Causative Verb कहा जाता है और हिन्दी में प्रेरणार्थक क्रिया।

इन वाक्यों को लें—

1. Ram had a house built. 2. Shyam had a letter written.

इन वाक्यों का अर्थ यह है कि राम ने खुद घर नहीं बनाया और श्याम ने स्वयं पत्र नहीं लिखा। ऐसे वाक्यों में काम करने वाला व्यक्ति कोई दूसरा ही होता है जो छिपा रहता है। ऐसे अदृश्य कर्त्ता का पता अनुमान से ही चल सकता है।

Note—इस प्रकार के वाक्यों में 'have' के बदले get का भी प्रयोग होता है, पर get की अपेक्षा have का प्रयोग अधिक अच्छा माना जाता है; जैसे—

1. I had my hair cut. 2. I got my hair cut.

EXERCISE

Make five sentences like the following—

1. I had a house built. 2. I got the road repaired.

Rule XIII. Subject + have + Object + Infinitive [without 'to']

कुछ वाक्यों में has/have/had के बाद कोई noun/pronoun आता है, जो एक object का काम करता है और उसके बाद एक Infinitive आता है, पर उसका to छिपा हुआ रहता है; जैसे—

1. I will *have him remember.* 2. I will *have you know this.*
3. Would you *have me believe this* ?

ऐसे वाक्यों के have से इच्छा (wish) का बोध होता है। वाक्य की ऐसी बनावट और इसका अर्थ थोड़ा कठिन होता है। इसलिए यह लोकप्रिय नहीं है। यही कारण है कि ऐसे वाक्य इस प्रकार लिखे जाते हैं—

1. I wish him to remember. 2. I wish you to know this.

ध्यान दें कि इस प्रकार के वाक्यों में Infinitive का 'to' चिह्न छिपा हुआ नहीं रहता।

Rule XIV. Subject + have + Object + Present Participle (verb + ing)

कुछ वाक्यों में *have* के बाद कोई noun/pronoun आता है, जो एक object का काम करता है और उसके बाद एक Present Participle (verb + ing) रहता है; जैसे—

1. I won't *have you behaving* like that.
2. I can't *have him wasting* his time.

ऐसे वाक्यों से अनुमति देने (allow) का बोध होता है। इसलिए ये वाक्य इस प्रकार भी लिखे जा सकते हैं—

1. I won't allow you to behave like that.
2. I can't allow him to waste his time.

Note—यहाँ यह ध्यान देने योग्य बात है कि allow के बाद कोई noun/pronoun (object) आता है और उसके बाद to + infinitive (to behave, to waste) आता है, present participle नहीं। इसलिए ऐसे वाक्यों की बनावट का सदा ध्यान रखें।

Rule XV (a). Subject+have+Past Participle

कुछ वाक्यों में has/have के बाद Past participle आता है, जिसे Present Perfect Tense कहा जाता है; जैसे—

1. He has come 2. She has gone.

Present Perfect का प्रयोग तब होता है जब कोई काम वर्त्तमानकाल में तुरत समाप्त हुआ हो। यही कारण है कि ऐसे अर्थ में has के बाद 'just' (अभी-अभी, तुरत) का प्रयोग होता है; जैसे—

1. She has (just) gone out. 2. He has (just) left the place.

ऐसे वाक्यों से यह स्पष्ट है कि Present Perfect का सम्बन्ध वर्त्तमान काल से रहता है, भूतकाल (Past Tense) से नहीं। इसलिए Present Perfect के साथ किसी भी ऐसे शब्द या शब्द-समूह (phrase) का प्रयोग नहीं होता जो भूतकाल का सूचक हो। इन्हें देखें—

a moment ago, a few moments (minutes/days/weeks/months) ago, last night (evening/week/year/winter/spring etc.), the other day, yesterday.

ये सब Adverbs of Time हैं और इनसे निश्चित रूप से Past Tense का बोध होता है। इसलिए Present Perfect के साथ इनका प्रयोग हो ही नहीं सकता। आप Past और Present की खिचड़ी इस प्रकार न पकाएँ—

1. She has passed last year. 2. I have met him the other day.
3. I have seen him last evening. 4. He has come a week ago.

यदि आप ऐसे Adverbs को रखना ही चाहें, तो Present Perfect के बदले Past Simple (passed/met/saw/came) का प्रयोग करें।

(b). Present Perfect and Adv./Preposition

कभी-कभी कुछ Adverbs/Prepositions के प्रयोग से भूतकाल का सम्बन्ध वर्त्तमान काल (लिखने या बोलने के समय तक) से स्थापित किया जाता है, अर्थात् इनसे यह बोध होता है कि जो काम भूतकाल में आरम्भ हुआ था वह वर्त्तमानकाल तक जारी है। ऐसे वाक्यों में भी Present Perfect का प्रयोग होता है और उसके साथ कभी-कभी ये Adverbs/Prepositions आते हैं—

since, for, yet, already, ever, never, often, several times, today, this week/month, lately, recently, so far, up to now, up to the present.

इन वाक्यों को देखें—

1. She *has lived* in India *for* several years.
2. He *has not seen* me *since* 1970.
3. He *has not seen* me *for* several weeks.
4. He *has seen* me *already*.
5. He *has often seen* me here.
6. He *has seen* me *today* (*this week*).
7. He *has not seen* me *so far*.

इन वाक्यों से यह स्पष्ट है कि verb का सम्बन्ध भूत और वर्त्तमान दोनों से बना हुआ है। ऐसी क्रियाएँ न तो शुद्ध वर्त्तमान काल की होती हैं और न शुद्ध भूतकाल की। इनका सम्बन्ध दोनों कालों से रहता है। यही कारण है कि अँगरेजी व्याकरण में इसे Present Tense का एक भेद (Present Perfect) माना जाता है और हिन्दी व्याकरण में भूतकाल का एक भेद (आसन्न भूत)।

Rule XVI. Subject+Verb (be)+Past participle

कुछ वाक्यों में has/have+Past Participle के बदले is/are+Past Participle का प्रयोग Intransitive verb के साथ भी इस प्रकार होता है—

1. He *is gone* to London. 2. The snow *is melted.*

ऐसे वाक्यों से verb के परिणाम (result) या अवस्था (condition) का बोध होता है, अर्थात् यह बोध होता है कि काम पूर्ण रूप से समाप्त हो जाने की अवस्था में है। यहाँ is gone का अर्थ है—जाने का काम बिलकुल पूरा हो चुका है और इसलिए वह लन्दन पहुँच चुका है। इसी प्रकार, is melted का अर्थ है—पिघलने का काम बिल्कुल पूरा हो चुका है और इसलिए अब कहीं भी बर्फ का पता नहीं।

अब इन वाक्यों को लें—

1. He has gone to London. 2. The snow has melted.

यहाँ पहले वाक्य से बोध होता है कि काम तुरत समाप्त हुआ है, अर्थात् वह लन्दन के लिए तुरत रवाना हुआ है, या लन्दन तुरत पहुँचा है। इसी प्रकार has melted से बोध होता है कि बर्फ तुरत पिघली है, अर्थात् पिघलने का काम अभी पूरा हो पाया है।

अब, इन वाक्यों को देखें—

1. The bell *is gone.* 2. The spring *is come.*

यहाँ is gone का अर्थ है—घंटी पूर्णरूप से समाप्त हो चुकी है (अभी तुरत नहीं बजी है), अर्थात् घंटी बजने के कारण (घंटी के अनुसार) सारे काम-काज आरम्भ हो गये हैं। इसी प्रकार, is come का अर्थ है—आया हुआ है, अर्थात् वसन्त तुरत नहीं आया है। वह पहले ही आ चुका है और इसलिए वसन्तऋतु की शोभाएँ दिखाई पड़ रही हैं। देखिए, इस वाक्य में यह अर्थ कितनी सुन्दरता से व्यक्त किया गया है—

Those days are gone. —Pt. Jawahar Lal Nehru.

Note (a)—इन वाक्यों को लें—

1. My bag *is gone.* 2. My bag *is lost.*

कभी-कभी 'go' का अर्थ होता है गुम हो जाना, खो जाना। ऐसे अर्थ में (go और lose के साथ) सदा is/was+Past Participle का प्रयोग होता है, has/have+Past Participle का नहीं।

इस सम्बन्ध में इस सिद्धान्त का ध्यान रखें—

Before the past participle of certain intransitive verbs, like go,

come, arrive, fall, rise, *expressive of* **motion or change of state or position,** *the auxiliary* **to be** *is permissible where we should normally expect* **have :** *e.g.* **He is gone to London. The Post is come. How are the mighty fallen ! The sun is risen.**

—F. T. WOOD : CURRENT ENGLISH USAGE

Note (b)—अब इन वाक्यों को देखें—

1. Ram *has gone* to Bombay. 2. Ram *has been* to Bombay.

यहाँ पहले वाक्य का अर्थ है—राम बम्बई तुरत गया है, अर्थात् वह अभी यहाँ नहीं है। दूसरे वाक्य का अर्थ है—राम बम्बई में रह चुका है, अर्थात् उसे बम्बई में रहने का अनुभव प्राप्त है, क्योंकि उसे वहाँ रहने का अवसर मिला है। इस अर्थ का ध्यान रखकर ही *gone to* और *been to* का प्रयोग करें।

Rule XVII. Subject+had+Past Participle

कुछ वाक्यों में had के बाद Past Participle आता है जिसे Past Perfect Tense कहा जाता है। ऐसे वाक्यों के दो भाग होते हैं जो इन conjunctions के द्वारा जोड़े जाते हैं—*when, before, after.*

यदि Past Tense में दो काम समाप्त हो गये हों तो पहले समाप्त किये गये काम के लिए Past Perfect और बाद में समाप्त किये हुए काम के verb के लिए Past Simple का प्रयोग होता है; जैसे—

1. I had reached the station before the train came.
2. The train had arrived before I reached the station.

Note (a)—कभी-कभी ऐसे वाक्यों के दो भाग नहीं भी होते हैं और वाक्य में had+past participle का प्रयोग होता है। क्यों? इसलिए कि प्रसंग से ही स्पष्ट हो जाता है कि एक काम दूसरे काम के पहले समाप्त हो चुका था; जैसे—

1. I had already bought my ticket.
2. He had reached much earlier.

Note (b)—कुछ वाक्य ऐसे भी होते हैं जिनसे यह बोध होता है कि भूतकाल में एक काम दूसरे के तुरत बाद हुआ या दोनों एक साथ (simultaneously) हुए। उनसे यह बोध नहीं होता कि एक काम के पूरे रूप से समाप्त होने पर दूसरा काम हुआ। इसलिए ऐसे वाक्यों के दोनों भागों में Past Simple का प्रयोग उचित है; जैसे—

1. She washed her face before she went to bed.
2. The train started before he reached the station.

इन वाक्यों से यह बोध होता है कि दो काम एक-दूसरे के तुरत बाद हुए। ऐसा अर्थ व्यक्त होता है before से, after से नहीं। ध्यान दें कि after से यह बोध होता है कि एक काम पहले पूर्ण रूप से समाप्त हो चुका था। इसलिए after वाले वाक्य में Past Perfect आता है, Past Indefinite नहीं; जैसे—

He reached the station after the train had already left.

Note (c)—Direct Narration के Past Indefinite और Present Perfect के बदले Indirect Narration में Past Perfect का प्रयोग होता है, जब Reporting Verb Past Tense में रहता है; जैसे—

1. He said, "I saw a ghost."
   He said that he had seen a ghost.

2. He said, "I have seen a ghost."
   He said that he had seen a ghost.

Note (d)—कभी-कभी शर्त्त (condition), इच्छा या कल्पना (wish, supposition) के अर्थ में भी Past Perfect का प्रयोग इस प्रकार होता है—

1. Had I (if I had) been a king !
2. Had he (if he had) met me !
3. He behaved as if he had been my master.

Rule XVIII. Subject+have had/had had/will have had+noun

कुछ वाक्यों में पहले have का प्रयोग Auxiliary Verb की तरह होता है और इसके बाद आने वाले have का प्रयोग Principal Verb की तरह। ध्यान दें कि Principal Verb की तरह प्रयुक्त होने पर have का अर्थ होता है—

to take/get/enjoy/receive/experience.

ऐसे अर्थ में Perfect tense बनाने पर have का रूप had हो जाता है। इसलिए ऐसे वाक्यों की बनावट इस प्रकार की हो जाती है—

1. I *have had* my breakfast in time.
   [have had=have taken. Present Perfect]
2. I *had had* my breakfast late.
   [had had=had taken. Past Perfect]
3. I *shall have had* my breakfast in time.
   [shall have had=shall have taken. Future Perfect]

Rule XIX. Subject+Past Perfect+Infinitive

Past Perfect से यह बोध होता है कि कोई काम भूतकाल में निश्चित रूप से पूरा हो गया। पर कुछ ऐसे भी verbs होते हैं जिनके Past Perfect+Infinitive रूप से यह बोध होता है कि वे काम (आशा, इच्छा, कामना, कल्पना आदि) पूरे न हो सके। ये verbs हैं—

hope, expect, think, want, wish, intend (mean), suppose.

इन वाक्यों पर विचार करें—

1. Ram had hoped (expected) to see me.
2. Ram had wished (wanted) to see me.
3. Ram had intended (thought) to see me.

इन वाक्यों से यह बोध होता है कि देखने का काम पूरा नहीं हो सका, अर्थात् राम की आशा या इच्छा अधूरी ही रह गयी। इन वाक्यों से यह स्पष्ट है कि Past Perfect +Infinitive का प्रयोग सावधानी से करना चाहिए, क्योंकि यह अर्थ Past Perfect के सामान्य अर्थ के विपरीत है।

Note (a)—Past Simple+Perfect Infinitive

इन वाक्यों को लें—

1. Ram hoped to have seen me.
2. Ram intended to have seen me.

इन वाक्यों की बनावट इस प्रकार की है—

Past Simple+Perfect Infinitive [to have+past participle]

ऐसे वाक्यों से भी बोध होता है कि कोई काम (आशा, इच्छा आदि) भूतकाल में पूरा नहीं हो सका। इसलिए आप इन दोनों प्रकार के वाक्यों की बनावट का ध्यान रखें—

1. Past Perfect + Infinitive.
2. Past Indefinite + Perfect Infinitive.

इन दोनों की बनावट में अन्तर है पर अर्थ में कोई अन्तर नहीं। हाँ, पहली रीति दूसरी से कुछ अधिक अच्छी है और आसान भी।

Note (b)—Past Perfect+Perfect Infinitive

कुछ लोग वाक्य की बनावट इस प्रकार करते हैं—

Past Perfect+perfect infinitive [to have+past participle]

इन वाक्यों को देखें—

1. I had hoped to have seen him.
2. He had intended to have written to me.

ऐसे वाक्यों से भी यह बोध होता है कि कोई काम भूतकाल में पूरा न हो सका।

ऐसे वाक्य बहुत भद्दे समझे जाते हैं और इसलिए वाक्य के दोनों भागों में Perfect Tense का प्रयोग उचित नहीं माना जाता। इस सम्बन्ध में इन मतों पर विचार करें—

A Perfect Tense form, followed by a Perfect Infinitive e g. 'I should have liked to have stayed another week'. Only one of the verbs should be in the Perfect : either 'I should have liked to stay' or 'I should like to have stayed'......we must beware, however, of supposing that the use of the Perfect Infinitive after a Perfect Tense form is always wrong. Sometimes it is justifiable : e.g. 'I should have liked to have been able to comply with his request'. —F. T. WOOD

Wood साहब के मतानुसार *Past Perfect Tense+Perfect Infinitive* का प्रयोग कभी-कभी उचित हो सकता है, पर इतना तो अवश्य कहा जा सकता है कि ऐसा प्रयोग

बहुत कम होता है। इसकी आवश्यकता भी नहीं है न! जब **Past Simple +Perfect Infinitive** और **Past Perfect+Present Infinitive** से यह बोध हो जाता है कि भूतकाल में कोई काम नहीं हुआ, तो **Past Perfect+Perfect Infinitive** से लाभ ही क्या ?

शायद इसीलिए **Hornby** साहब ने अपनी प्रसिद्ध पुस्तक **'A Guide to Patterns and Usage in English'** में वाक्य की ऐसी बनावट को स्थान ही नहीं दिया है। इसी प्रकार का मत फाउलर साहब का भी है—

इसलिए आप ***Past Perfect+Perfect Infinitive*** का प्रयोग न करें तो अच्छा। इस नियम का ध्यान रखें—

After Past Tenses of **hope, fear,** *expect and the live, the* **perfect infinitive** *is used, incorrectly indeed and unnecessarily, but so often and with so useful an implication that* **it may well be counted idiomatic** ......*After past conditionally such as* **should have liked, would have been possible......the present infinitive is** (*almost invariable*) *the right form......* —H. W. FOWLER

Only one of the verbs should be in the perfect. —F. T. WOOD

Rule XX. Subject+may+Infinitive [without 'to']

इस प्रकार के **may** से दो अर्थों का बोध होता है—

(a) अनुमति **(permission)**

(b) भविष्यत्कालिक सम्भावना+संदेह **(possibility+doubt)**

इन वाक्यों को लें—

1. **'May I go out, sir ?** [अनुमति माँगना]
2. **You may play.** [अनुमति देना]
3. **'May I use your pen ?** [अनुमति माँगना]
4. **It may rain to-night.** [सम्भावना+संदेह]

Note—आजकल अमेरिका में अनुमति **(Permission)** के अर्थ में भी **may** के बदले **can** का प्रयोग हो चला है। अमेरिका के एक आचार्य ने यह वाक्य लिखा है—**Mother, can I go out to play ?** और इसे शुद्ध बताते हुए अपना मत इस प्रकार प्रकट किया है—

'Mother can I go out to play ?'—Right. If you insist that your child

say **'may'** *and nothing but* **'may'**. *when asking for permission, modern parents may consider you old-fashioned and puristic* **'Can'** *is not discourteous, incorrect, or vulgar—and the newest editions of the authoritative dictionaries fully sanction the use of* **'can'** *in requesting rights, privileges or permission.* —NORMAN LEWIS : WORD POWER

इस सम्बन्ध में यह न भूलें कि may के बदले can का प्रयोग अभी बोलचाल तक ही सीमित है। इसलिए आप may और can के प्रयोग में अन्तर मानें। एक महान् वैयाकरण ने इस मत की पुष्टि इन शब्दों में की है—

The use of **can** *and* **could** *for permission should be avoided in formal style.* —A. S. HORNBY

Rule XXI. Subject+might+Infinitive [without 'to']

यदि काम होने की सम्भावना की मात्रा कम हो और संदेह या अनिश्चितता की मात्रा बहुत अधिक हो तो Might+Infinitive का प्रयोग इस प्रकार होता है—

1. It might rain tonight. 2. He might come today.

ऐसे वाक्यों में सम्भावना या संदेह की मात्रा निर्धारित करना लिखने या बोलने वाले पर निर्भर रहता है—उसके ज्ञान और अनुभव पर।

Rule XXII. Subject+may+Perfect Infinitive

कुछ वाक्यों में May के बाद Perfect Infinitive आता है, पर Infinitive का 'to' छिपा रहता है। ऐसे वाक्यों की बनावट इस प्रकार की होती है—

May+Perfect Infinitive.

इस प्रकार के may से भूतकालिक संभावना+संदेह (अनिश्चितता) का बोध होता है; जैसे—

1. You may have seen him. 2. He may have reached home.

ऐसे वाक्यों से यह बोध होता है कि भूतकाल में किये गये काम के होने की सम्भावना अधिक है और संदेह कम।

Rule XXIII. Subject+might+Perfect Infinitive

यदि ऐसे वाक्यों में Might+Perfect Infinitive का प्रयोग हो, तो यह बोध होता है कि भूतकाल में काम हुआ ही नहीं। इन वाक्यों को लें—

1. He may have been killed. [मारे जाने की संभावना थी]
2. He might have been killed. [मारा नहीं गया]

Rule XXIV. Subject+may+Infinitive [without 'to]

ऐसे वाक्यों से दो अर्थों का बोध होता है—

(a) उद्देश्य **(purpose)** और **(b)** इच्छा **(wish).**

इन वाक्यों को देखें—

1. He works hard that he may pass. [उद्देश्य]
2. May he live long ! [इच्छा]

Rule XXV. Might in Interrogative Sentences

अनुमति के अर्थ में may का प्रयोग होता है, पर अत्यन्त नम्रतापूर्वक अनुमति का बोध कराने के लिए (Present Tense में) Interrogative Sentences में might का प्रयोग इस प्रकार होता है—

1. Might I use your knife ? 2. Might I borrow your umbrella ?

इस प्रकार के वाक्यों से संकोच, संदेह या द्विविधा का भाव झलकता है।

Rule XXVI. Might in Indirect Narration

Direct Narration के may के बदले Indirect Narration में might का प्रयोग होता है जब Reporting Verb Past Tense में रहता है; जैसे—

He told me, "I may help you."
He told me that he might help me.

EXERCISE

Make ten sentences like the following—

1. Could I use your pen ? 2. Might I see you tomorrow ?
3. May I go out ? 4. He may have reached.

Rule XXVII. Subject+can/could+Infinitive

(a). Can+Infinitive [without 'to']

कुछ वाक्यों में Can के बाद Infinitive आता है, पर उसका 'to' चिह्न छिपा रहता है। ऐसे can से शक्ति/सामर्थ्य/क्षमता (power and ability) का बोध होता है, अर्थात् यह बोध होता है कि किसी व्यक्ति या वस्तु को कोई काम करने की शक्ति/सामर्थ्य/क्षमता है। इसलिए जब can में not लग जाता है तो इससे यह बोध होता है कि काम करने की शक्ति और सामर्थ्य का अभाव (absence of power and ability) है; जैसे—

1. I can speak. 2. The dumb cannot speak.
3. I can see. 4. The blind cannot see.

ऐसे वाक्यों से काम करने की शक्ति या क्षमता का बोध होता है, पर यह बोध नहीं होता कि काम वास्तव में हुआ है। काम होने का भाव can के बदले Present Simple से इस प्रकार प्रकट होता है—

1. I speak. 2. I see. 3. write.

(b). Subject+could+Infinitive/be able+Infinitive

Can+Infinitive से यह बोध होता है कि किसी व्यक्ति या वस्तु को शक्ति या सामर्थ्य है और Could+Infinitive से यह बोध होता है कि उसे शक्ति/सामर्थ्य/क्षमता थी; जैसे—

1. He can walk fast. **2. He could walk fast.**

ऐसे वाक्यों से यह बोध होता है कि काम करने की शक्ति/सामर्थ्य/क्षमता का अभाव नहीं था, पर यह बोध नहीं होता कि उस शक्ति और सामर्थ्य के कारण कोई कार्य पूरा हो सका या नहीं।

इसलिए भूतकाल में कार्य पूरा होने का बोध कराने के लिए Subject+was/were+able+infinitive या केवल Past Simple का प्रयोग होता है, could+Infinitive का नहीं। इन वाक्यों को देखें—

1. He could pass the examination.	परीक्षा पास करने की शक्ति/क्षमता/सामर्थ्य थी, पर पास किया या नहीं यह मालूम नहीं।
2. He was able to pass the exam. **or** **He passed the exam.**	शक्ति और सामर्थ्य के कारण पास कर सका।

इस प्रकार, *Subject+was/were+able+infinitive* से कार्य करने की शक्ति/सामर्थ्य और कार्य की पूर्णता (ability+completion of action) का बोध होता है, पर *could+infinitive* से केवल शक्ति/सामर्थ्य (ability) का बोध होता है। यही कारण है कि कार्य की पूर्णता व्यक्त करने के लिए could+infinitive का प्रयोग नहीं हो सकता।

(c). Subject+shall/will be able+Infinitive

इसी प्रकार, भविष्य में कार्य करने की शक्ति और कार्य की पूर्णता का बोध कराने के लिए *subject+shall/will be able+infinitive* या केवल Future Simple का प्रयोग करना चाहिए, can का नहीं; जैसे—

1. **I shall be able to help him.**
   I shall help him.

2. **He will be able to reach in time.**
   He will reach in time.

Note—भूतकाल में कार्य की पूर्णता का बोध कराने के लिए was/were+able+infinitive के बदले could+infinitive का भी प्रयोग हो सकता है यदि उस वाक्य से **Past Tense** का स्पष्ट बोध हो जाए; जैसे—

1. **The luggage *was* so heavy that I *couldn't* carry it.**
2. **I *tried* to carry the box but *couldn't*.**
3. **He *could* speak English when he *was* just a child.**

यहाँ couldn't carry/couldn't/could speak से कार्य के पूरा होने (अर्थात्

be able+infinitive) का बोध होता है। ऐसे वाक्य प्रायः negative (couldn't) होते हैं।

Rule XXVIII. Subject+could+Perfect Infinitive

कुछ वाक्यों में Could+Perfect Infinitive का प्रयोग होता है। ऐसे वाक्यों से यह बोध होता है कि काम करने की शक्ति, क्षमता और सामर्थ्य होने पर भी भूतकाल में कोई कार्य पूरा न हो सका; जैसे—

1. He could have passed the exam. [पर पास न कर सका]
2. He could have caught the thief. [पर पकड़ न सका]

Rule XXIX. Could in Interrogatives : request

आजकल बोलचाल की भाषा में could का प्रयोग अत्यन्त नम्र निवेदन (polite request) के अर्थ में होता है; जैसे—

1. Could I use your pen ?
2. Could you lend me some money ?
3. Could you give me 51181 ?

Rule XXX. Can in Interrogatives : negative sense

कुछ Interrogative Sentences में can का प्रयोग होता है और उसका अर्थ *cannot* होता है। ऐसे can वाले वाक्य देखने में तो affirmative लगते हैं, पर अर्थ होता है negative. यह अर्थ निर्भर रहता है वाक्य के subject और verb के सम्बन्ध पर। आप देखेंगे कि ऐसे वाक्यों में verb जो कुछ बताता है वह subject के धर्म-स्वभाव (nature, quality) के विपरीत रहता है। यही कारण है कि can का अर्थ होता है cannot, जो can का बिल्कुल विपरीत अर्थ प्रकट करता है। इन वाक्यों को देखें—

1. Can the deaf hear ?
2. Can human nature change ?
3. Can God be unkind ?
4. Can coal be white ?

इन वाक्यों में can का अर्थ है—cannot.

Rule XXXI. Can : prohibition

कभी-कभी cannot से निषेध (prohibition) का बोध होता है, अर्थात् यह बोध होता है कि काम करने पर रोक है। संक्षेप में, ऐसे वाक्यों के cannot का अर्थ लगभग वही होता है जो must not का होता है; जैसे—

1. You can't (cannot) shout like this.
2. You can't (cannot) smoke in the class.

याद रखें कि इस अर्थ में could not का प्रयोग हो ही नहीं सकता।

Rule XXXII. Can/Could in Indirect speech

Direct Narration के can का Indirect में could हो जाता है, जब Reporting Verb Past Tense में रहता है; जैसे—

He told me, "I can help you."
He told me that he could help me.

ऐसे could का रूप तो Past Tense में रहता है, पर इससे बोध होता है Future Tense का।

EXERCISE

Make ten sentences like the following—

1. Can the blind see ?
2. He was not able to pass the exam.
3. She could have helped me.
4. You can't behave like this.

Rule XXXIII. Subject+would like/should like+Infinitive

कुछ वाक्यों में *would like+infinitive* का प्रयोग होता है और इससे इच्छा (wish) का बोध होता है; जैसे—

1. I would like to say.
2. I should like to suggest.

यहाँ एक बात ध्यान देने योग्य यह है कि would like+infinitive से इच्छा (wish) का भाव नम्रतापूर्वक (परोक्ष रूप से) प्रकट किया जाता है, पर wish+infinitive के प्रयोग से यह बोध होता है कि इच्छा किसी दूसरे पर लादी जाती है। इसलिए सभ्य समाज में wish की अपेक्षा would like+infinitive अधिक लोकप्रिय है।

Note—Would like or Should like ?

First Person के साथ would like का प्रयोग होना चाहिए या should like का ? व्याकरण के नियमानुसार like/prefer/care/be glad/be inclined रहने पर First person के साथ should का प्रयोग होना चाहिए, would का नहीं; जैसे—

1. I should like to suggest.
2. I should like to know.
3. I should be glad to see you.
4. I should be inclined to say so.

कुछ लोग ऐसे वाक्यों में should like के बदले would like का प्रयोग करते हैं। इस सम्बन्ध में आप इन आचार्यों के मत पर विचार करें—

In these **should,** *not* **would,** *is the right form.* —FOWLER

And again,

If the **shall** *and* **will** *idiom is worth preserving at all, I* **would like** *is wrong and I* **should like** *right.* —FOWLER

Note—इसके सम्बन्ध में इतना ही कहना है कि I would like का भी प्रयोग काफी हो रहा है, खासकर अमेरिका में। पर यदि शुद्ध व्याकरण की दृष्टि से विचार किया जाए, तो I should like को शुद्ध मानना पड़ेगा और I would like को अशुद्ध, जैसा कि Fowler साहब का मत है। इसलिए अच्छे लेखक should like का ही प्रयोग करते हैं, would like का नहीं। इन वाक्यों को देखें—

1. *On the other hand, I* **should like** *to be clear that I am not defending a high-brow against a low-brow literature.* —T. S. ELIOT

2. *Might be continued—These are the words with which I* **should like** *to finish my coiners.* —ANDRE GIDE

3. *The phrases I* **should like** *to underline in this statement are....*
—THE KENYON REVIEW : SPRING, '55

फिर भी, प्रयोग को देखते हुए I would like को अशुद्ध मानना उचित नहीं जँचता। यही कारण है कि अमेरिका के एक व्याकरणाचार्य ने इस वाक्य को—I would like to ask you a question—शुद्ध बताते हुए कहा है—

In current American usage, **would** *may be used with* **I**, *though no die-hard purist will give an inch in this matter. Strict, old-fashioned rules demand* **I should......**
—NORMAN LEWIS : WORD POWER

अमेरिका ही में नहीं, इंगलैण्ड में भी I would like का प्रयोग काफी होता है। कुछ वर्ष पहले इंगलैण्ड की रानी (Her Majesty Elizabeth II) ने भी B. B. C. से बोलते हुए I would like का प्रयोग किया था। इसलिए आप I would like को अशुद्ध न समझें। हाँ, यह अवश्य कहा जा सकता है कि I should like का प्रयोग I would like से अधिक अच्छा है, पर I would like अधिक लोकप्रिय है।

Rule XXXIV. Subject+must+Infinitive

कुछ वाक्यों में Must+Infinitive [without 'to'] का प्रयोग होता है। ऐसे वाक्यों से वर्त्तमानकाल का बोध होता है। Must का भूतकाल और भविष्यत्काल नहीं होता। इसलिए इसका भूतकाल बनाया जाता है had+infinitive के द्वारा और भविष्यत्काल shall/will have+infinitive के द्वारा; जैसे—

1. He *had to* beg because he was poor.
2. He *will have* to retire at the age of 60.

यहाँ must का प्रयोग अनुचित होता। वर्त्तमानकाल में must का प्रयोग होता है, पर यदि must का प्रयोग नहीं करना हो, इसका वर्त्तमानकाल में रूप होता है has/have +infinitive; जैसे—

1. He must beg. 2. He has to beg.

Must + Infinitive/Had + Infinitive/Shall/Will have+Infinitive से अनिवार्यता (compulsion/obligation) का बोध होता है। इसी अर्थ में must का प्रयोग Noun की तरह होता है—

This book is a must.

अनिवार्यता कई प्रकार की हो सकती है—किसी की आज्ञा (आदेश), भिन्न-भिन्न प्रकार के नियम (सामाजिक, प्राकृतिक आदि) और स्वयं अपनी आवश्यकता से सम्बन्धित कार्य। इसलिए ऐसे वाक्यों से यह स्पष्ट बोध होता है कि काम स्वेच्छा से नहीं होता—

1. Man must die. [प्राकृतिक नियम की अनिवार्यता]
2. You must keep to the left. [आज्ञा, आदेश]
3. I had to leave at once. [आज्ञा, आदेश]
4. He will have to leave at once. [आज्ञा, आदेश]

5. I must sing to earn a living. [आवश्यकता]
6. You must take medicine in time. [आवश्यकता]

Note—याद रखें कि must का negative होता है—*must not* और *need not*. पर इनमें एक अन्तर है। इन वाक्यों को लें—

1. He must not drink. [निषेध आज्ञा]
2. He needn't drink. [परामर्श अर्थात् अनिवार्यता का अभाव]

Must not से निषेध (prohibition) का वोध होता है, अर्थात् कार्य को रोकने का भाव प्रकट होता है, पर *need not* से अनिवार्यता के अभाव का वोध होता है; जैसे—

1. He mustn't sing. [कार्य (नहीं गाना) अनिवार्य है]
2. He need not sing. [कार्य (गाना) अनिवार्य नहीं है]

इस प्रकार हम देखते हैं कि must और must not—इन दोनों से कड़े आदेश का वोध होता है, पर needn't से परामर्श या नम्रतापूर्ण आदेश का।

Rule XXXV. Must be+Noun/Adjective

कुछ वाक्यों में Must be+Noun/Adjective/Must have been+Noun/Adjective/Must+Perfect Infinitive का प्रयोग होता है। ऐसे वाक्यों से अनुमान का वोध होता है और इनका अर्थ होता है—'अवश्य' या 'निश्चितरूप से' (certainly); जैसे—

1. He must be mad.
2. He must be a fool.
3. He must have been a fool.
4. He must have reached.

EXERCISE

Make five sentences like the following—

1. He must beg to earn his bread.
2. He needn't come now.
3. She must be very clever.
4. He must have heard the news by now.

Rule XXXVI. Subject+Should and Ought

(a). कुछ वाक्यों में Should be+Noun/Adjective या Should+Infinitive (without 'to') का प्रयोग होता है। ऐसे वाक्यों के should से किसी की राय (opinion) या विचार (view) का वोध होता है। उस राय-विचार का क्षेत्र बहुत व्यापक होता है और उसका आधार होता है कोई नियम या रीति-रिवाज। मनुष्य भिन्न-भिन्न कार्यों को कई श्रेणियों में इस प्रकार बाँटता है—अच्छा-बुरा, उचित-अनुचित, हानिकारक-लाभदायक, सुविधाजनक-असुविधाजनक आदि। इन सभी अर्थों में should के द्वारा राय या विचार प्रकट किया जाता है। कर्त्तव्य (duty) तथा बाध्यता (obligation/compulsion) के अर्थ में भी should के द्वारा कोई राय व्यक्त की जाती है; जैसे—

1. We should do our duties.
2. He should be more active.
3. He should behave well.
4. The road should be a little wider.

(b). Should से संभावना (probability) तथा आशा (expectation) का भी वोध होता है; जैसे—

He should be here by now.

इन अर्थों में Ought+Infinitive का भी प्रयोग हो सकता है, पर ought का क्षेत्र थोड़ा सीमित होता है; क्योंकि ought का सामान्य प्रयोग होता है धार्मिक (religious) तथा नैतिक (moral) क्षेत्रों में। हाँ, यह अवश्य कहा जा सकता है कि should और ought के बीच ऐसी सीमा निर्धारित करना कठिन है। इन दोनों के बीच अन्तर प्रकट होता है लेखक या वक्ता के दृष्टिकोण से। जब वह नम्रतापूर्वक राय देना चाहता है, तो should का प्रयोग करता है, पर जब वह कड़े शब्दों में उपदेश/आदेश (instruction) देना चाहता है, तो ought का प्रयोग करता है, और खासकर वैसी अवस्था में जब वह देखता है कि नियमों के उल्लंघन (violation/transgression) का खतरा है। यही कारण है कि वक्ता या लेखक अपने से बड़ों के लिए ought का प्रयोग नहीं करता।

संक्षेप में, should से राय (advice) या विचार (view) का बोध होता है, पर ought से उपदेश (instruction) का। यही कारण है कि should से मधुर ध्वनि निकलती है और ought से कर्कश।

इन वाक्यों को लें—

1. You ought to do your duties well.
2. We ought to love our neighbour.

इन वाक्यों से कड़े उपदेश का बोध होता है, जो एक प्रकार का बहुत कड़ा आदेश (command) है। ऐसे वाक्यों से केवल should (चाहिए) का भाव नहीं झलकता, वरन् should+must (अवश्य चाहिए) का।

Rule XXXVII. कुछ वाक्यों में Should+Perfect Infinitive का प्रयोग होता है और इनसे यह बोध होता है कि जो काम भूतकाल में होना चाहिए था वह नहीं हो सका—

1. He should have taken his exam.
2. I should have helped him.

यहाँ पहले वाक्य से यह बोध होता है कि उसने परीक्षा नहीं दी और दूसरे से यह बोध होता है कि मैंने उसकी मदद नहीं की। उचित तो यही था कि वह परीक्षा देता और मैं उसकी मदद करता, पर ये कार्य भूतकाल में पूरे नहीं हुए। इसलिए ऐसे वाक्यों से निराशा और अफ़सोस का भी अर्थ प्रकट होता है।

Rule XXXVIII. Should=if

कभी-कभी should का प्रयोग अगर (if) के अर्थ में होता है, जिस प्रकार had का होता है। इसलिए ऐसे should से शर्त (condition) का बोध होता है—

Should he see me, I would certainly help him.

Rule XXXIX. Subject+Verb+Noun/Pronoun+Past Participle

कुछ वाक्यों में Noun/Pronoun के बाद Past Participle आता है; जैसे—

1. I made my voice *heard*.
2. She made her presence *felt*.
3. He heard his name *called*.
4. I want this work *finished*.

ऐसे वाक्यों के Past Participle से noun/pronoun की अवस्था (state) का बोध होता है।

Rule XL. Subject+Noun/Pronoun+Infinitive/Present Participle

कुछ वाक्यों में Noun/Pronoun के बाद Infinitive (without 'to') का प्रयोग होता है और कुछ में Noun/Pronoun के बाद Present Participle (verb+ing) का; जैसे—

1. I saw the boy *sing*. 2. I saw the boy *singing*.

ऐसे वाक्यों के infinitive से काम समाप्त हो जाने का बोध होता है, पर Present Participle से काम जारी रहने का, अर्थात् काम अपूर्ण (incomplete) रहने का।

कुछ और वाक्य लें—

1. He saw me *cross* the road. 2. He saw me *crossing* the road.
3. I found the man *jump*. 4. I found the man *jumping*.
5. I saw him *go* out. 6. I saw him *going* out.

Rule XLI. (a). Subject+Verb+Noun/Pronoun+Adjective

कुछ वाक्यों में verb के बाद noun/pronoun आता है और उसके बाद adjective. ऐसे वाक्यों के verb का प्रभाव noun/pronoun पर पड़ता है और उसका परिणाम adjective के द्वारा प्रकट होता है; जैसे—

1. He broke the door *open*. 2. The jailor set the prisoner *free*.
3. He painted the door *red*. 4. She made herself *ill*.

(b). ऐसे वाक्यों से noun/pronoun की अवस्था (state, condition) का भी बोध होता है जब noun/pronoun और adjective एक साथ मिलकर verb का object हो जाता है; जैसे—

1. I found the box *full*. 2. She found the bag *empty*.
3. I like my tea *hot*. 4. I want my luggage *ready*.

EXERCISE

Make ten sentences like the following—

1. The dog licked the cup clean. 2. I like my coffee hot.
3. I saw her writing. 4. I found him crying.

Rule (XLII). Infinitive and Gerund

कुछ वाक्यों में Infinitive का प्रयोग subject/object/complement की तरह होता है, जिसे Simple Infinitive कहा जाता है; जैसे—

1. *To say* so is easy. (subject)
2. I want *to say*. (object)
3. I am *to say*. (complement)

Note (a)—जब Infinitive एक subject का काम करता है तो वाक्य की बनावट

इस प्रकार की भी हो सकती है—

It is/was + Infinitive; जैसे—

1. To say so is easy.	**It is easy to say so.**
2. To try was useless.	**It was useless to try.**

Note (b)—जब Infinitive का प्रयोग इन Verbs के बाद Object की भाँति होता है, तो Infinitive के पहले how आता है—

how + infinitive. ये Verbs हैं—

decide, discover, observe, forget, see, learn, know, teach, wonder, show, ask/enquire, explain.

इन वाक्यों को देखें—

1. Please show/teach me how to do it.
2. I don't know how to drive a car.
3. I explained how to answer questions.

ऐसे वाक्य how के बिना इस प्रकार लिखे नहीं जा सकते—

1. She doesn't know to cook fish.
2. Please teach me to speak well.

ऐसे वाक्यों में **how** का प्रयोग क्यों होता है ? इसलिए कि इनसे कार्य करने की विधि/तरीका (method) का बोध होता है।

Rule (XLIII). Subject + Verb + Infinitive : purpose

कुछ वाक्यों में Infinitive का प्रयोग उद्देश्य (purpose) या परिणाम (result) का बोध कराने के लिए होता है, जिसे Infinitive of Purpose या Gerundial Infinitive कहा जाता है।

इन वाक्यों को देखें—

1. I want to see my friend.	(उद्देश्य)
2. He went to market to buy a cow.	(उद्देश्य)
3. She lived to be eighty.	(परिणाम)
4. We came to realise our mistake.	(परिणाम)

Caution—ऐसे अर्थों में Infinitive के बदले for + gerund (verb + ing) का प्रयोग इस प्रकार नहीं होता—

1. He went to market *for buying* books.

2. Pull chain *for stopping* the train.

इन वाक्यों में **to buy/to stop** का प्रयोग होना चाहिए।

Rule XLIV. Subject + Verb + for + Gerund : cause

कारण (cause) का बोध कराने के लिए ***for + gerund*** का प्रयोग इस प्रकार होता है—

1. He was punished for committing theft.
2. I was rewarded for writing correctly.

Rule XLV . Subject+happen etc.+Infinitive

कुछ वाक्यों में happen/seem/appeal/chance के साथ Infinitive आता है और *Verb+Infinitive* एक साथ मिलकर काम होने का बोध कराते हैं; जैसे—

1. I happened to see him.
2. I seem to remember.
3. He appeared to forget me.
4. I chanced to meet him.

यहाँ happened+to see का अर्थ है *saw*; seem+to remember का अर्थ है *remember*; appeared+to forget का अर्थ है *forgot* और chanced+to meet का *met*. ध्यान दें कि ऐसे वाक्यों के Verb में थोड़ी अनिश्चितता का भाव मिलाने के लिए ही happen/chance का प्रयोग किया जाता है।

Rule XLVI. Subject+Verb+Noun/Adjective+Infinitive

कुछ वाक्यों में Noun/Adjective के बाद Infinitive आता है, जो उस Noun/Adjective का गुण बतलाता है; जैसे—

1. This is a house to let.
2. English is difficult to learn.

ऐसे वाक्यों में Infinitive Active Voice में रहता है। इसलिए यहाँ to let और to learn के Passive Voice (to be let/to be learnt) का प्रयोग अशुद्ध होता। कुछ और वाक्य लें—

1. Radium is not easy to get.
2. I have nothing to show.
3. He has nothing to do.
4. She is difficult to please.
5. It is easy to promise.
6. Meat is hard to digest.
7. I have several books to sell.
8. Grapes are good to eat.

इन वाक्यों में Infinitive (to get/to show/to do/to please/to promise/to digest/to sell/to eat) को Passive Voice में रखना अशुद्ध होता। इसलिए ऐसे-ऐसे वाक्य न लिखें—

1. He has nothing to be done.
2. I have two mangoes to be eaten.
3. You are difficult to be pleased.
4. Gold is not easy to be found.

देखिए कि अच्छे लेखक ऐसे वाक्यों में Active Voice का ही प्रयोग करते हैं।

Put this way it is plainly not an easy question to answer.

—I. A. RICHARDS

EXERCISE

Correct the following sentences—

(a) Mathematics is difficult to be learnt. (b) It is easy to be said but difficult to be done. (c) The work is easy to be performed. (d) Grain is hard to be digested. (e) She is difficult to be pleased

Hints—(a) to leara; (b) to say..... to do; (c) to perform; (d) to digest. (e) to please.

Rule XLVII. Subject + Verb + Noun + Infinitive + Preposition

कुछ वाक्यों में Noun के बाद Infinitive आता है और उसके बाद एक उपयुक्त Preposition. ऐसे वाक्यों में Infinitive + Preposition का प्रयोग तब होता है, जब वह Noun किसी उद्देश्य के लिए एक साधन (means, instrument) का काम करता है; जैसे—

1. I have a house to live in.
2. She has a pen to write with.
3. I have a stick to beat with.
4. He has a chair to sit on.
5. She has an armchair to sit in.

ऐसे वाक्यों में उद्देश्य/साधन का बोध Preposition की सहायता से होता है। ये वाक्य मूल रूप में इस प्रकार के होते हैं—

1. I have a house *in which* I live.
2. She has a pen *with which* she writes.

जब clause को Infinitive में बदल दिया जाता है, तब Relative Pronoun (which) का लोप हो जाता है और Preposition वाक्य के अन्त में चला जाता है। इसलिए ऐसे वाक्यों में Infinitive + Preposition का प्रयोग आवश्यक होता है। यही कारण है कि ऐसे वाक्य preposition के बिना इस प्रकार लिखे नहीं जा सकते—

1. He has a chair to sit.
2 I have a walking stick to walk.
3. I have a house to live.

Rule XLVIII. Subject + Verb + Object + Infinitive

कुछ वाक्यों में Transitive Verb के बाद object आता है और object के बाद Infinitive. ऐसे Transitive Verbs ये हैं—

allow, advise, order, force, tell,
permit, request, remind, invite.

ऐसे वाक्यों की बनावट होती है—

Subject + Tr. Verb + Object + Infinitive; जैसे—

1. He ordered me to go out.
2. I forced him to open the gate.

ऐसे वाक्य object के बिना इस प्रकार लिखे नहीं जा सकते—

1. He ordered to go out.
2. I forced to open the gate.

Rule XLIX. Subject+Verb/Adj.+Infinitive

कुछ Verbs/Adjectives ऐसे होते हैं जिनके साथ Infinitive का प्रयोग होता है, Gerund का नहीं। ये हैं—

agree, desire, dare, decide, hope, expect, want, wish, promise, refuse, eager, anxious, able, glad, happy, easy, hard ready, fail.

इन वाक्यों को लें—

1. I hope to see him.
2. I am ready to start.
3. They have decided to marry.
4. Why did he fail to come ?

इसलिए ऐसे-एसे वाक्य न लिखें—

1. I wish helping him.
2. He is eager seeing me.

Rule L. Subject+Verb+Infinitive/Gerund

कुछ Verbs ऐसे होते हैं जिनके साथ Infinitive का प्रयोग हो सकता है और Gerund का भी। पर ऐसे वाक्यों के अर्थ में अन्तर पड़ जाता है। *Verb+gerund* (verb+ing) से यह बोध होता है कि कार्य सदा सामान्य रूप से होता है, पर *verb+infinitive* से यह बोध होता है कि कोई काम किसी विशेष अवसर पर या परिस्थिति में ही होता है; जैसे—

1. I like (dislike) singing.
2. I like to sing.
3. He stopped talking
4. He stopped to talk.
5. He began talking.
6. He began to talk.

EXERCISE

Make ten sentences like the following—

1. It is easy to say
2. I have decided to help him.
3. It is no use crying now.
4. He enjoys reading grammar.

Rule LI. Gerund and Possessive Case

यदि वाक्य में Noun/Pronoun के बाद Gerund (verb+ing) का प्रयोग करना हो, तो उस Noun/Pronoun के Possessive Case का प्रयोग करना चाहिए और उसे Gerund के ठीक पहले रखना चाहिए [possessive case+gerund]; जैसे—

1. I ask the favour of *your granting* me leave.
2. Ram won by *Mohan's missing* a chance.
3. I prevented his doing this work.
4. Please don't mind my coming late.

ध्यान दें कि ऐसे वाक्यों में Objective Case का प्रयोग इस प्रकार नहीं होता—

I prevented him doing this work.

कुछ और वाक्य लें—

1. I object to *his* being promoted.
2. You may rely upon *my doing* all in my power.

यहाँ Pronouns (his/my) Possessive Case में हैं और इन्हें Gerund के पहले रखा गया है। इन वाक्यों में his/my के बदले him/me का प्रयोग अशुद्ध होता।

Note—यदि Gerund के पहले कोई निर्जीव संज्ञा (noun) आए, तो 's जोड़कर उसे Possessive में रखने की कोशिश नहीं करनी चाहिए। इसी प्रकार, Demonstrative Pronouns (this/that/these/those) में *s* जोड़कर इन्हें Possessive Case में न बदलें।

इन वाक्यों को लें—

1. There is no chance of *that* happening again.
2. I look forward to *attention being* given.
3. I depend on the *wall being* built immediately.

यहाँ that के बदले **that's**, attention के बदले **attention's** और wall के बदले **wall's** का प्रयोग अनुचित होता। क्यों? इसलिए कि 's जोड़कर ऐसे nouns/pronouns का Possessive Case बनता ही नहीं।

Rule LII. Subject+Verb+Gerund

कुछ verbs ऐसे होते हैं जिनके साथ सदा Gerund (verb+ing) का प्रयोग होता है, Infinitive का नहीं। ये Verb हैं—

avoid, consider, enjoy, excuse, feel, finish, mind,
miss, can't help, go on, give up,
it is no use/good, look forward to.

इन वाक्यों को देखें—

1. It is no use/no good crying now.
2. Would you mind closing the gate?
3. He avoids doing his duties.
4. I can't help laughing.
5. I am looking forward to meeting you again.

इसलिए ऐसे-ऐसे वाक्य न लिखें—

1. He avoids to see me.
2. He gave up to drink.

Rule LIII. Anaphoric 'To'

Infinitive (to+verb) की पुनरावृत्ति से बचने के लिए केवल to का प्रयोग होता है और to के साथ आने वाले verb का लोप हो जाता है। इसे anaphoric To कहा जाता है; जैसे—

1. Would you have a cup of tea? Yes, I should like *to*.
2. I wished him to help me but he didn't want *to*.

यहाँ पहले वाक्य में like to have के बदले केवल *like to* का प्रयोग हुआ और दूसरे वाक्य में want to help के बदले केवल want to का। यहाँ verb को छिपाकर पुनरावृत्ति के दोष से वाक्यों को बचाया गया है।

Rule LIV. Omission of Infinitive

(a) इन verbs के बाद Infinitive का to चिह्न छिपा रहता है—

please, hear, see, need not, dare not, feel, make, let, bid, behold, watch, shall, should, will, would, can, could, may, might, do, did, must; जैसे—

1. I saw an apple fall.
2. I heard him *cry*.
3. He need not *go*.
4. He dare not *do*.
5. I made him *laugh*.
6. Let him *read*.

इन वाक्यों में fall/cry/go/do/laugh/read के पहले to छिपा हुआ है, जो शुद्ध है। यहां to का प्रयोग अनुचित होता।
अब इन वाक्यों को देखें—

1. I bade him *to go*.
2. He made me *to laugh*.
3. I heard him *to whisper*.
4. I saw him *to take* my book.

इन वाक्यों में to का प्रयोग अशुद्ध है।

हाँ, जब ये Verbs Passive Voice में रहते हैं, तो to अवश्य आता है; जैसे—

1. He *was made to* sing.
2. He *was seen to* take my book.

यहाँ to को छिपाया नहीं जा सकता। हाँ, let के साथ ऐसा नहीं होता, क्योंकि Passive Voice में भी इसके बाद to नहीं आता—

He was *let go*.

देखिए इस वाक्य को जिसमें make के बाद to का प्रयोग अशुद्ध है, क्योंकि 'make' Active Voice में है—

Let this public mercy to the Church of God make you to forget your private sorrow. —OLIVER CROMWELL

(b) *better/had better/had rather/would rather/had sooner/had as soon as* के बाद to छिपा रहता है; जैसे—

1. Better *reign* in hell than *serve* in heaven.
2. I had rather *rest* than *work*.

यदि यहाँ reign/serve/go/rest/work के पहले to का प्रयोग कर दिया जाए, तो वह अशुद्ध होगा। अब इन वाक्यों को देखें—

1. I had better *to* sleep. 2. He had rather *to* die than *to* live.

यहाँ sleep/die/live के पहले to का प्रयोग अशुद्ध है।

(c). *but, except, than* तथा *as* के बाद to छिपा रहता है; जैसे—

He did nothing but *talk* and *laugh*.

यहाँ talk/laugh के पहले to का प्रयोग अशुद्ध होता।

(d) why/why not के बाद to छिपा रहता है; जब वाक्य में subject तथा verb का प्रयोग नहीं होता, जैसे—

1. Why not start today ?
2. Why worry now ?

यहाँ start/worry के पहले to का प्रयोग अनुचित होता।

EXERCISE

Correct the following sentences—

(a) I heard him to murmur against me. (b) He dare not to oppose me. (c) You need not to worry. (d) The beggar had better to die than to live in misery. (e) Better to reign in hell than to serve in heaven. (f) I made him to do this work. (g) Please to give me some help. (h) He did nothing but to laugh all the time. (i) He did everything except to inform me. (j) He is better able to walk than to run. (k) I was made sing. (l) He was heard say so.

Hints—Don't use 'to' in sentences from (a) to (i); (j) than run; (k) to sing; (l) to say.

Rule LV. Aux. Verb+Aux. Verb+Principal Verb

कुछ वाक्यों में दो या दो से अधिक Auxiliary Verb के वाद एक ही Principal Verb का प्रयोग होता है, जब उन वाक्यों की बनावट इस प्रकार की होती है—
Auxiliary Verb+Auxiliary Verb+Principal Verb.

1. He did not and will not *come*.
2. You can and should *do* it.

यहाँ पहले वाक्य में दो Auxiliary Verbs (did/will) के वाद एक ही Principal Verb (come) का प्रयोग हुआ है। दूसरे वाक्य में भी दो Auxiliary Verbs (can/should) के वाद एक ही Principal Verb (do) का व्यवहार किया गया है। ये दोनों ही वाक्य शुद्ध हैं, क्योंकि इन दोनों वाक्यों में Principal Verb का रूप अपने Auxiliary Verb का common factor है, अर्थात् Principal Verb का रूप प्रत्येक Auxiliary Verb के लिए उपयुक्त है। आप जानते हैं कि come का प्रयोग did और will दोनों ही के वाद होता है। इसी प्रकार, do का प्रयोग can के साथ होता है और should के साथ भी। तो, इससे यह सिद्ध होता है कि यदि कई Auxiliary Verbs के लिए एक ही Principal Verb का प्रयोग हो, तो यह आवश्यक है कि उस Principal Verb का रूप उन Auxiliary Verbs के लिए common factor हो।

पर यदि वह Principal Verb एक Auxiliary Verb के लिए उपयुक्त हो और दूसरे के लिए नहीं, अर्थात् वह common factor नहीं हो, तो वैसे Principal Verb का प्रयोग प्रत्येक Auxiliary Verb के वाद अलग-अलग करना चाहिए; जैसे—

He has not *gone* and will not *go*.

यहाँ Principal Verb 'go' का प्रयोग दो Auxiliary Verbs के वाद अलग-अलग हुआ है—has के वाद gone का और will के वाद go का, क्योंकि यह Principal Verb दोनों Auxiliary Verbs का common factor नहीं है। आप जानते हैं कि has के वाद gone का प्रयोग होता है और will के वाद go का। इसलिए यदि हम यहाँ go और gone में से किसी एक ही का प्रयोग करें और दूसरे को छिपा दें, तो वह अशुद्ध होगा।

इन वाक्यों को देखें—

1. He has not and will not *go*. 2. You have and will *help* me.
3. He could not and has not *seen* me yet.

ध्यान दें कि इन में Principal Verbs (go/helped/seen) अपने Auxiliary

Verbs के लिए common factor नहीं हैं। यहाँ will के बाद go आया है जो will के लिए उपयुक्त है, पर has के लिए नहीं। इसी प्रकार help का प्रयोग will के साथ होता है पर have के साथ नहीं। फिर, तीसरे वाक्य में seen का प्रयोग has के साथ तो शुद्ध है पर could के साथ नहीं। इसलिए यहाँ Principal Verbs का प्रयोग इस प्रकार अलग-अलग होना चाहिए—

1. He has not *gone* and will not *go*.
2. You will *help* and have *helped* me.
3. He could not *see* and has not *seen* me yet.

EXERCISE

Correct the following sentences—

(a) No one has or can prove the existence of God. (b) He could and should have done the work. (c) No state has or can adopt such a measure. (d) You have and will help me in future as well. (e) They did not and could not have known the truth. (f) I have never and shall never believe it. (g) I have never and shall never accuse a man.

Hints—(a) his proved or; (b) could do and; (c) has adopted or; (d) have helped and; (e) did not know; (f) have never believed and; (g) have never accused and.

Rule LVI. Quasi-Passive Verbs/Middle Voice

कुछ ऐसे Transitive Verbs होते हैं जो देखने में तो Active Voice के समान लगते हैं क्योंकि उनका रूप (form) Active Voice में रहता है, पर उनसे Passive Voice का अर्थ (sense) प्रकट होता है। ऐसे ही Verbs को Quasi-Passive या Middle Voice कहते हैं। ऐसे Verbs के बाद Adjective का प्रयोग होता है जब वह Adjective उस Verb के Subject का गुण बताता है, पर जब उस Verb ही का गुण बताया जाए, तो Verb के बाद Adverb आता है, Adjective नहीं; जैसे—

1. This fruit *tastes sour*.
2. The sofa *feels soft*.
3. That wooden chair *feels hard*.
4. The flower *smells sweet*.
5. His words *sound harsh*.
6. This silken shirt *feels soft*.
7. This house *looks nice*.
8. Fish *sells cheap*.

इन वाक्यों में Verbs के बाद Adjective का प्रयोग हुआ है, क्योंकि ये Adjectives वाक्य के Subject का गुण बतलाते हैं। यहाँ Adjectives के बदले Adverbs का प्रयोग उचित नहीं होता, क्योंकि Adverbs का प्रयोग करने पर वाक्य का कोई अर्थ नहीं लग सकता। अब, इन वाक्यों को देखें—

1. The book *reads well*
2. The book *sells well*.
3. The sentence *reads badly*.
4. The house *lets easily*.

इन वाक्यों में Verbs के बाद Adverbs का प्रयोग हुआ है, Adjectives का नहीं, क्योंकि यहाँ Verbs का गुण बतलाया गया है। इन वाक्यों में Adjectives का प्रयोग करने पर वाक्य का कोई अर्थ ही नहीं लग सकता। तो, इससे यह स्पष्ट है कि Quasi-Passive

Verbs के बाद जो Adjective/Adverb आता है, वह वाक्य के अर्थ पर निर्भर रहता है।

EXERCISE

Correct the following sentences—

(a) This feather feels softly. (b) The curd tastes sourly. (c) This mango tastes nicely. (d) This flower smells sweetly. (e) My garden looks beautifully. (f) Your words sound harshly. (g) This fruit tastes bitterly.

Hints—(a) soft; (b) sour; (c) nice; (d) sweet; (e) beautiful; (f) harsh; (g) bitter.

Rule LVII. Condition/Supposition

कुछ वाक्यों से condition/supposition (शर्त्त) का बोध होता है। ऐसे वाक्य तीन प्रकार के होते हैं—

(i) वर्त्तमान या भविष्य में शर्त्त पूरी होने की अधिक संभावना।
(ii) वर्त्तमान या भविष्य में शर्त्त पूरी होने की बहुत कम संभावना।
(iii) जो शर्त्त भूतकाल में पूरी न हो सकी।

ऐसे वाक्यों के दो भाग होते हैं और इनकी बनावट होती है—

It + Subordinate clause [condition] + Principal clause.

शर्त्त की दृष्टि से ऐसे वाक्य तीन प्रकार के होते हैं—

I

If + S.C. [Present Simple] + P.C. [Future Simple]

इन वाक्यों को देखें—

1. If you work hard, you will pass.
2. If he starts early, he will catch the bus.
3. If she goes by air, she will reach soon.

ऐसे वाक्यों से यह बोध होता है कि वर्त्तमान/भविष्य में शर्त्त पूरी होने की आशा या संभावना बहुत अधिक है।

यह भी देखें कि ऐसे if + clause में Future Tense का प्रयोग इस प्रकार नहीं हो सकता—

1. If you will work hard, you will pass.
2. If he will start early, he will catch the bus.

II

It + S.C. [Past Simple] + P.C. [Past Simple]

इन वाक्यों को लें—

1. If a tiger came here, all would run away.
2. If he won a lottery, he would buy a big car.
3. If I had wings, I would fly to you.

ऐसे वाक्यों से यह बोध होता है कि वर्त्तमान/भविष्य में शर्त्त पूरी होने की संभावना बहुत कम है या बिल्कुल ही नहीं है।

इस प्रकार के वाक्यों के Past Tense से Present/Future Time का बोध होता है, Past Time का नहीं।

III

If+S.C. [*Past Perfect*]+*P.C.* [*Past Perfect*]

इन वाक्यों को देखें—

1. If he had worked hard he would have passed.
2. If she had won a lottery she would have bought a car.
3. If I had been a Prime Minister I would have abolished examinations.

ऐसे वाक्यों से यह बोध होता है कि भूतकाल में शर्त्त पूरी न हो सकी और इसलिए कार्य न हो सका। इस प्रकार, भूतकालिक संभावना संभावना ही रह गयी। यही कारण है कि हिन्दी में इसे हेतुहेतुमद्भूतकाल कहा जाता है।

जब इस प्रकार के वाक्यों में It का प्रयोग नहीं होता है, तब वाक्य Had से आरम्भ होता है और वैसे Had का अर्थ होता है—यदि/अगर; जैसे—

If he had worked hard he would have passed.
=Had he worked hard he would have passed.

EXERCISE

Correct the following sentences—

1. If you will play well you will win the match.
2. If he will wake up early he will catch the train.
3. If she will travel by bus she will reach late.
4. If a ghost will appear all would fled away.
5. If the police reached in time robbers have been caught.
6. Everything will be ruined if a world war broke out.

Rule LVIII. Prefer to/Rather than

(a) यदि prefer के बाद Noun/Pronoun/Gerund आए, तो to का प्रयोग करना चाहिए, than या rather than का नहीं; जैसे—

1. I prefer work *to* rest.
2. I prefer you *to* him.
3. I prefer walking *to* riding.

यहाँ पहले वाक्य में prefer के बाद दो Nouns 'work' और 'rest' आये हैं, दूसरे में दो Pronouns 'you' और 'him' और तीसरे में दो Gerunds 'walking' और

riding'. इसलिए इन वाक्यों में to का प्रयोग किया गया है। इन वाक्यों में to के बदले than का प्रयोग अशुद्ध होता।

(b) यदि prefer के बाद Infinitive आए, तो to के बदले rather than का प्रयोग करना चाहिए, सिर्फ than का कभी भी नहीं; जैसे—

1. He prefers *to die rather than* pay.
2. He prefers *to live rather than* die.

इन दोनों वाक्यों में prefer के बाद क्रमशः to die और to live का प्रयोग है, जो Infinitive हैं। इसलिए Infinitive के बाद rather than का प्रयोग हुआ है। यहाँ rather than के बदले सिर्फ than या to का प्रयोग सर्वथा अनुचित होता। इस सम्बन्ध में आप इस नियम का ध्यान रखें—

Prefer *has two constructions—'I prefer this* (*living*) *to that* (*dying*) *and* '*I prefer to do this rather than that*'. *The infinitive construction must not be used without* **rather** —FOWLER : MODERN ENGLISH USAGE

Note (a)—यदि Infinitive के बाद rather than का प्रयोग नहीं करना चाहें, तो Infinitive को Gerund में बदल दें और rather than के बदले to का व्यवहार करें; जैसे—

1. He prefers *to die rather than pay.*
2. He prefers *dying to paying*.

Note (b)—Prefer के साथ more/most का भी प्रयोग नहीं होता। इसलिए ऐसे-ऐसे वाक्य न लिखें—

1. Which do you prefer more ?
2. Which do you prefer most ?

इन्हें इस प्रकार लिखें—

Which do you prefer ?

EXERCISE

Correct the following sentences—

(a) He prefers to read than to write. (b) I prefer rice than bread. (c) You prefer walking than riding. (d) She prefers me than him (e) I prefer to feed than to eat. (f) You prefer to sing than to talk. (g) Which do you prefer more—meat or fish ?

Hints—(a) rather than write, or prefers reading to writing; (b) to; (c) to; (d) to; (e) rather than eat, or prefer feeding to eating; (f) rather than talk, or prefer singing to talking; (g) prefer—meat or fish ?

Rule LIX. Verbs and Reflexive Pronouns

कुछ Verbs ऐसे हैं जिनके बाद Reflexive Pronouns अवश्य आते हैं। ये हैं—*absent, avail, pride and plume.*

इन वाक्यों को देखें—

1. He *absents himself* from the college today.
2. I *aviled myself* of casual leave.
3. He *prides himself* on his style.

यदि इन वाक्यों में Reflexive Pronouns का प्रयोग नहीं होता, तो ये अशुद्ध हो जाते। देखिए, इस वाक्य में नियम का पालन अत्यन्त ही सावधानी से किया गया है—

I availed myself of it in Candida. —G. B SHAW

Note—Avail of का प्रयोग Passive Voice में नहीं होता। इसलिए I availed myself of an offer का Passive Voice—The offer was availed of—अशुद्ध है। इसकी चर्चा करते हुए कहा गया है—

We may notice here a curious blunder that is sometimes made with the reflexive verb* I avail myself of. *The passive of this is never used, because there is no occasion far it.... —FOWLER : KING'S ENGLISH

EXERCISE

Correct the following sentences—

(a) I will avail of this opportunity. (b) I may kindly be allowed to avail of earned leave. (c) She prides on her curly hair. (d) Why do you absent from the class ? (e) One may very well pride on honest labour. (f) The casual leave was availed of by me.

***Hints*—(a) avail myself of (b) avail myself of; (c) prides herself on; (d) absent yourself; (e) pride oneself on; (f) I availed myself of casual leave.**

Rule LX. Unattached/Dangling Participle

जब Participle को उपयुक्त subject के साथ जोड़ा नहीं जाता, तो इस भूल को Unattached Participle कहा जाता है। इसे Wrongly attached Participle/ Misrelated Participle/Dangling Participle/Hanging Participle भी कहा जाता है। इसकी चर्चा करते हुए कहा गया है—

The Unattached or wrongly attached Participle is one of the blunders most common with illiterate or careless writers.
—FOWLER : KING'S ENGLISH

Participle का प्रयोग कहाँ करना चाहिए और कहाँ नहीं करना चाहिए, इसके लिए इस वाक्य पर विचार करें—

Walking along the street, Ram gave me a pen.

उपर्युक्त वाक्य में दो भाग हैं—

(i) Ram was walking along the street. (ii) Ram gave me a pen.

आप जानते हैं कि **Ram was walking along the street** एक **clause** है और इसका संक्षिप्त रूप है—**Walking along the street.** इस वाक्य से एक बात स्पष्ट है कि इसके दोनों ही भागों **(clauses)** का **subject** एक ही **(same)** है और वह है **Ram.** तो, जब वाक्य के दोनों भागों का **subject** एक ही हो अर्थात् वह दोनों के लिए **common factor** हो, तों पहले भाग **(clause)** के बदले **Participle** का प्रयोग होता है।

पर जब दोनों भागों के **subjects** भिन्न हों (अर्थात् प्रत्येक भाग के लिए भिन्न-भिन्न **subjects** हों), तो **Participle** का प्रयोग नहीं होना चाहिए। वैसे वाक्यों में पूरे **clause (while+subject+verb)** का प्रयोग होना चाहिए। यदि वैसे वाक्यों में **clause** के बदले **Participle** का प्रयोग हो जाए, तो उसे ही **Unattached Participle** कहा जाता है। इस वाक्य को देखें—

While going to school, a dog jumped at Ram.

इस वाक्य में दो भाग हैं—

(i) Ram was going to school. (ii) A dog jumped at him (Ram).

यहाँ **while going to school** संक्षिप्त रूप है **Ram was going to school** का। आप ध्यान से देख कि इन दोनों भागों के **subjects** भिन्न हैं, एक ही नहीं। पहले भाग का **subject** है **Ram** और दूसरे भाग का **dog.** इसलिए यहाँ **Participle** के प्रयोग से **Unattached Participle** का दोष आ गया है। इस दोष को दूर करने के लिए **Participle** के बदले पूरे **clause** का प्रयोग इस प्रकार करना चाहिए—

While Ram was going to school, a dog jumped at him.

अब, इन वाक्यों को लें—

1. Ploughing his field, Mohan got a hidden treasure.
2 Ploughing his field, a snake bit him.

पहले वाक्य के दोनों भागों का **subject** है **Mohan;** इसलिए इसमें **Participle** उपयुक्त **subject** से **attached** (जुड़ा हुआ) है। अर्थात् यहाँ **Participle** का प्रयोग उचित है।

पर दूसरे वाक्य की बनावट भिन्न है। इसके पहले भाग का **subject** है **he** और दूसरे भाग का **a snake.** इस प्रकार, यहाँ **Participle** उपयुक्त **subject** से जुड़ा हुआ नहीं है, अर्थात् यह **Unattached Participle** है। इसलिए इस वाक्य की बनावट इस प्रकार की होनी चाहिए—

While he was ploughing his field, a snake bit him.

कुछ और वाक्य लें—

1. Walking across the bridge, his walking stick broke.
2. Sleeping in my room, a thief suddenly appeared.

इन वाक्यों में भी Unattached Participle का दोष आ गया है। क्यों? इसलिए कि यहाँ प्रत्येक भाग के subjects भिन्न-भिन्न हैं। इसलिए इन्हें इस प्रकार लिखें—

1. While he was walking across the bridge, his walking stick broke.
2. While I was sleeping in my room, a thief suddenly appeared.

यदि यहाँ Participle का प्रयोग कर देंगे, तो वाक्य का अर्थ बदल जाएगा। तब पहले वाक्य का अर्थ होगा—'जब छड़ी टहल रही थी' और दूसरे का 'जब चोर सो रहा था'। इस प्रकार, Unattached Participle के कारण वाक्य का अर्थ ही बदल जाता है न! इसलिए इस दोष से बचने के लिए इस सरल सूत्र का ध्यान रखें—

Same subject in both parts = Participle + P.C.
Different subjects in both parts = Adv. Cl. (while) + P.C.

Note—कभी-कभी तो Voice को ही बदल देने से Wrongly Attached Participle का दोष मिट जा सकता है; जैसे—

Standing upon this house, the whole village can be seen.
= Standing upon this house, one can see the whole village.

इस प्रकार, Unattached Participle के दोष से बचने के लिए आप Participle को clause में बदल दें या Active Voice को Passive Voice बना दें।

EXERCISE

Correct the following sentences—

(a) Sleeping in his room a thief entered and took away his books. (b) Reading in the room, my dog disturbed me. (c) Returning from the college, my hat blew off. (d) Ploughing his field a hidden treasure was discovered. (e) Walking in the field, a dead man was seen. (f) Sleeping in my room, a ghost haunted me.

Hints—(a) While he was sleeping in his room; (b) While I was reading in the room; (c) While I was returning from the college; (d) While a farmer was ploughing his field, he discovered a hidden treasure; (e) While I was working in the field, I saw a dead man; (f) While I was sleeping.

Rule LXI. Participles used as Prepositions

कुछ Participles ऐसे होते हैं जो अब Preposition की भाँति प्रयुक्त होते हैं और इसलिए उनके प्रयोग में Unattached या Wrongly Attached Participle का दोष नहीं लगता। ये हैं—

considering, judging, concerning, regarding,

referring, speaking, allowing और granting; जैसे—

1. Considering the circumstances, there is no better way.
2. Regarding my qualification, I beg to submit the following.
3. Allowing for exception, the rule may stand.
4. Referring to your letter, you do not state the fact clearly.

इन वाक्यों के subjects क्रमशः 'way', 'I', 'rule' और 'you' हैं, पर considering, regarding, allowing और referring का प्रयोग इन subjects के लिए नहीं हुआ है। इन Participles का सम्बन्ध वाक्य के Subject के साथ नहीं है, अर्थात् ये Unattached हैं। फिर भी, इनका प्रयोग शुद्ध है, क्योंकि अब ये सिर्फ देखने ही में Participle मालूम पड़ते हैं, पर वास्तव में ये हैं Preposition.

Rule LXII. Past Participles used as Adjectives

कुछ Participles ऐसे होते हैं जिनका प्रयोग केवल Adjective की भाँति होता है, अर्थात् ये Noun को qualify करते हैं। ये हैं—

bounden, cloven, drunken, graven, molten,
stricken, shrunken, shorn and sunken; जैसे—

bounden duty; cloven hoof; drunken barber;
molten image; shrunken cloth; sunken ship.

इन सभी उदाहरणों में Participles का प्रयोग Nouns के पहले हुआ है जिनका ये गुण बतलाते हैं। इसलिए ऐसे Participles का प्रयोग Verbs के साधारण Past Participles की भाँति करना ठीक नहीं। इन वाक्यों को देखें—

1. He has *drunken* wine.
2. The ship has *sunken.*
3. The cloth has *shrunken.*

यहाँ drunken, sunken तथा shrunken के बदले क्रमशः drunk, sunk तथा shrunk का प्रयोग होना चाहिए, क्योंकि ये शुद्ध Past Participles हैं। इनका प्रयोग Adjectives की भाँति कभी भी नहीं होता।

कुछ Past Participle ऐसे होते हैं जिनका प्रयोग Adjective और Verb दोनों तरह से होता है। ये हैं—

born, broken, fallen, given, spoken, stolen, torn, written.

Adjective की भाँति प्रयुक्त होने पर ये Noun के पहले आते हैं; जैसे—

broken heart, written answer, spoken language.

इस प्रकार, हम देखते हैं कि बहुत कम Past Participles का प्रयोग noun के पहले होता है। अधिकांश Past Participles का प्रयोग noun के बाद (Passive Voice के रूप में) होता है; जैसे—

1. We should follow the *path shown by* Mahatma Gandhi.
2. It is a light *seen* already.

इसलिए shown path, seen light आदि का प्रयोग कभी न करें।

EXERCISE

Correct the following sentences—

(a) You are bounden by your promise. (b) The bird was stricken with an arrow. (c) The sheep was shorn today. (d) The boat has sunken. (e) Your shirt has shrunken. (f) It is a piece of shrunk cloth. (g) It is my bound duty to help others.

Hints—(a) bound; (b) struck; (c) sheared; (d) sunk; (e) shrunk; (f) shrunken, (g) bounden.

Rule LXIII. Position of Subject and Verb

(a) Interrogative Sentences and Verb

Interrogative Sentences में Verb पहले आता है और उसके बाद Subject, जैसे—

1. *Are you ill* ?
2. Where *is he* going ?
3. What *do you* want ?
4. Why *is he* angry ?
5. Why *have you* beaten me ?

इन सभी वाक्यों में Verbs (are/is/do) Subject के पहले आये हैं। यदि हम ऐसा लिखें—You are ill ? Where he is going ? What you want ? Why he is angry ? Why you have beaten me ?—तो ये वाक्य अशुद्ध हो जाएँगे।

इन वाक्यों से यह स्पष्ट हो जाता है कि Interrogative sentence की बनावट Verb और Subject के position (स्थान/क्रम) पर निर्भर करती है, केवल प्रश्नवाचक शब्द (why/where) पर नहीं।

EXERCISE

Correct the following sentences—

(a) Why the army insists so much on discipline ? (b) What he is doing these days ? (c) When you will see me ? (d) Where you spent your last summer vacation ? (e) Why I should help you ? (f) How you came here from Patna ? (g) Whom you are speaking of ? (h) Why you did not reply to my letter ? (i) When you will reply ? (j) Where you are going ? (k) What you did yesterday ?

Hints—(a) Why does.........insist.........discipline ? (b) What is he.........? (c) When will you......? (d) Where did you spend......? (e) Why should I......? (f) How did you come.........? (g) Whom are you speaking of ? (h) Why did you not.........? (i) When will you reply ? (j) Where are you...... ... ? (k) What did you do yesterday ?

(b) Negative Adv./Conjunction and Verb

यदि कोई वाक्य Negative Adverbs/Conjunctions से आरंभ हो, तो वाक्य में पहले Verb आता है और इसके Subject तथा अन्य शब्द/Negative Adverbs/Conjunctions ये हैं—

seldom, hardly, scarcely, rarely, never, little, no sooner, in no other way, in no case, on no account, only by, only then, only when, only in this way, not only, no where, nor, neither, so.

इन वाक्यों को देखें—

1. No sooner *had I* reached the station than the train started.
2. Hardly (scarcely) *had he* started when his father came.
3. Never *did I* see such a scene before.
4. Rarely *is he* absent from duty.
5. Little did I know that he would betray me.
6. Nor did he. So did he.
7. So heavy is the Box that I can't lift it.

इन सभी वाक्यों में Verb को Subject के पहले रखा गया है। अब इन वाक्यों को देखें जिनकी बनावट नियम के विपरीत है—

1. Never I saw such a scene before.
2. Rarely he is absent.
3. Little I knew that.

Note—यदि वाक्य इन Adverbs से शुरू नहीं हों, तो उनमें Subject पहले आता है और उसके बाद Verb, जैसे—

I had no sooner reached the station than the train started.

जो वाक्य इन Adverbs of Place से आरंभ होते हैं उनमें Verb पहले आता है और उसके बाद Subject—

in, up, out, down, over, back, round, forward.

इन वाक्यों को लें—

1. *Down fell* a dozen mangoes.
2. *In came* the child crying.

पर यदि Subject कोई Pronoun हो, तो उसके पहले Verb का आना आवश्यक नहीं है; जैसे—

1. Down he fell. 2. In he came at once.

EXERCISE

Correct the following sentences—

(a) No sooner I had reached home than it began to rain. (b) Hardly he had called me when I replied (c) Scarcely he had heard the news, when he cried aloud. (d) No sooner he saw me than he ran away. (e) Never I will repeat this mistake. (f) In no other way he can be controlled. (g) Back went at once.

Hints—(a) had I; (b) had he; (c) had he; (d) did he see; (e) will I; (f) can he be; (g) Back went the messenger at once.

(c) 'Nor' and the Verb

यदि वाक्य में neither के बिना ही nor का प्रयोग हो और उस nor से कोई clause

शुरू हो, तो वाक्य में पहले Auxiliary Verb आता है और तब Subject; जैसे—

He has not come, nor *will he* come.

इस वाक्य में neither का प्रयोग नहीं हुआ है। यही कारण है कि nor के आ जाने से वाक्य में पहले Verb (will) आया है और उसके बाद Subject, इसलिए ऐसे वाक्य न लिखें—

He has not come, nor he will come.

EXERCISE

Correct the following sentences—

(a) He has not gone yet, nor he will go. (b) I have not read this book, nor I propose to read it. (c) She has never seen me, nor she hopes to see me. (d) He did not interfere, nor I did.

Hints—(a) will he; (b) nor do I propose; (c) nor does she hope; (d) nor did I.

Rule LXIV. Position of the Object

(a) Transitive Verb and the Object

साधारणतः Object को Transitive Verb के बाद रखा जाता है; जैसे—

1. He *eats rice.* 2. He *bought a book.*

हाँ, यदि Object के पहले Adjective या Article का भी प्रयोग करना जरूरी हो, तो Verb के बाद सबसे पहले Article को रखना चाहिए, उसके बाद Adjective को और अन्त में Object को। इसलिए ऐसे वाक्यों की बनावट इस प्रकार की हो जाती है—

Transitive Verb + Article + Adjective + Object; जैसे—

He *eats* a ripe *mango.*

इन अवस्थाओं में Object Verb के पहले आता है, बाद में नहीं—

(i) यदि Relative Pronoun Object का काम करे; जैसे—

1. This is the book *that* he *requires.* 2. This is *what I want.*

(ii) यदि Interrogative Pronoun Object के समान प्रयुक्त हो; जैसे—

1. *What* do you *want* ? 2. *What* does she *like* ?

(b) Direct and Indirect Objects

कुछ Transitive Verbs के साथ दो-दो Object आते हैं। उनमें से एक को Direct Object कहा जाता है और दूसरे को Indirect Object. वाक्य में उनका स्थान इस प्रकार;

रहता है—

(i) Subject + Verb + Indirect Object + Direct Object

1. He bought her a house.
2. He gave the place a new look.

(ii) Subject + Verb + Direct Object + to/for + Indirect Object

1. He bought a house for her.
2. He gave a new look to the place.

Note—यहाँ एक बात का ध्यान रखें। जब वाक्य में Direct Object पहले आता है तो दूसरे Object (Indirect Object) के पहले to या for का प्रयोग होता है। पर, जब Indirect Object पहले आता है, तो दूसरे Object (Direct Object) के पहले to या for नहीं आता। इससे एक बात स्पष्ट है कि जिस Object के पहले to या for का प्रयोग हो सकता है उसी को Indirect Object कहा जाता है और जिसके साथ to/for का प्रयोग नहीं हो सकता उसे Direct Object कहते हैं। यह आवश्यक नहीं है कि Direct Object सदा निर्जीव (lifeless object) हो और Indirect Object सदा सजीव (living) हो। इन वाक्यों को लें—

1. He gave the *country* a new *policy*.
2. He gave the *house* a new *look*.

इन वाक्यों में दोनों ही Object निर्जीव हैं यहाँ पहले वाक्य में country और दूसरे में house हैं Indirect Objects. क्यों ? इसलिए कि इनके पहले to का प्रयोग हो सकता है। इसी प्रकार, policy और house का प्रयोग Direct Object की तरह हुआ है, क्योंकि इनके साथ to/for का प्रयोग नहीं हो सकता। इसलिए याद रखें—

Object + to/for = Indirect Object
Object—to/for = Direct Object.

वाक्य में पहले Direct Object को रखा जाए या Indirect Object को ? इसके लिए इन दो नियमों की सहायता लें—

(I) जिस Object पर अधिक जोर देना हो, उसे पहले रखें; जैसे—

1. I gave *Ram* a book. [to Ram, not to anybody else].
2. I gave *a book* to Ram. [a book, not anything else].

(II) जो Object छोटा हो (अर्थात् जो कम शब्दों को मिलाकर बना हो) उसे पहले रखें, और जो Object बड़ा हो (अर्थात् जो बहुत से शब्दों से बना हो) उसे बाद में रखें—

He gave a book to every student of my class.

यहाँ 'every student of my class' है Indirect Object और book है Direct Object. आप देखते हैं कि Indirect से छोटा है Direct Object. इसलिए वाक्य में Direct Object को पहले रखा गया है। इस वाक्य में book को अन्त में रखना जरा भद्दा लगता है—

He gave every student of my class a book.

अब इस वाक्य को लें—

> He *gave me* books, pens, pencils and several other articles of daily use.

यहां me है Indirect Object और 'books....use' है Direct Object. इस वाक्य में Indirect Object छोटा है। इसलिए इसे पहले रखा गया है। इसे इस प्रकार रखना अच्छा नहीं लगता—

> He *gave* books, pens, pencils and several other articles of daily use *to me*.

इसलिए आप Direct तथा Indirect Object की लम्बाई-चौड़ाई देखकर ही वाक्य में उन्हें उचित स्थान दें।

(c) कुछ वाक्यों में Verb के साथ कोई Preposition/Adverb (on/off/up/down/in/out/away) आता है और Verb के बाद कोई noun/pronoun रहता है जो Object का काम करता है। ऐसे वाक्यों में जब Object (noun/pronoun) छोटा रहता है, तो Preposition का प्रयोग Object के बाद होता है। पर जब Object बड़ा रहता है, तो Preposition का प्रयोग Object के पहले होता है—

(i) Verb + Object + Prep.
(ii) Verb + Prep. + Object

इन वाक्यों को लें—

1. Put the hat *on*.
2. Take your shirt *off*.
3. Bring him *in*.
4. Look him *up*.
5. Take him *out*.
6. He knocked me *down*.

इन वाक्यों में Objects पहले आये हैं और उनके बाद Preposition. क्यों ? इसलिए कि Objects छोटे-छोटे हैं।

अब इन वाक्यों को देखें—

1. Put *on* your new hat.
2. Take *off* your old shirt.
3. Bring *in* all the guests.
4. Lock *up* all the costly articles.
5. Take *out* all the cats and dogs.
6. He knocked *down* several children.

इन वाक्यों में Objects लम्बे हैं। इसलिए Preposition का प्रयोग इनके पहले हुआ है।

Note—यही कारण है कि वाक्य में पहले Pronoun (Objective case में) आता है और उसके बाद noun या noun-equivalents (phrase/infinitive/clause) रखे जाते हैं; जैसे—

1. Cows give *us* milk.
2. I teach *her* English.
3. He showed *me* how to do it.
4. I advised *him* to buy a book.
5. I asked *her* where she lived.

इन वाक्यों में Pronouns पहले आये हैं और इनके बाद noun/phrase/infinitive/clause. क्यों ? इसलिए कि ये Pronouns बहुत छोटे हैं। इन्हें इस प्रकार न लिखें—

1. Cows give milk *to us*.
2. I teach English *to her*.
3. I advised which book to buy *to him*.

ध्यान दें कि ऐसे वाक्यों की बनावट होती है—

Subject+Verb+Indirect Object+Direct Object
(S+V+I. O.+D. O.).

इन्हें S+V+D.O.+I.O. कर देने से छोटा और सरल वाक्य भी बड़ा हो जाता है और भद्दा भी।

एक बात और। जब it/this वाक्य में Direct Object का कार्य करता है, तो Indirect Object के साथ to/for का प्रयोग अवश्य होता है और Indirect Object बाद में आता है (D. O+to/for+I. O); जैसे—

1. I bought *it* for him. 2. I gave *it* to her.

इन्हें इस प्रकार नहीं लिखा जा सकता, अर्थात् इन्हें I. O.+D. O. में इस प्रकार बदला नहीं जा सकता।

1. I bought him it. 2. I gave him it.

REFRESHER COURSE I

Correct the following sentences—

1. The government has not and probably will not implement this scheme.
2. He was found guilty of murder and hung tomorrow.
3. If you haven't brought it to day, you must brought it tomorrow.
4. Did she not tell you that she will come in time ?
5. I insist upon him singing a song.
6. I will be glad to welcome you any time.
7. I offered him it.
8. I will always remember you helping me.
9. Do you mind me reminding you ?
10. Why should he insist upon you leaving at once ?
11. I cannot help but remark that you are guilty.
12. Turning now to the record, it appears to be unreliable.
13. Have you not heard of him being punished ?
14. She laid in bed all day.
15. Ploughing the field, a serpent appeared.
16. He rung the bell and bid his servant to bring tea.
17. Having failed in the first attempt, the work was discontinued.
18. If it was possible, it should be done at once.
19. While waiting for him, a storm arose.
20. I have passed the examination last year.
21. He started for Patna on Sunday, arriving there on Monday.
22. Sitting in his room, a dog entered.

23. Being an extremely cold day, I remained indoors.
24. He talks English well.
25. He avoids to see me.

REFRESHER COURSE II

Explain why the following sentences are correct or incorrect—

1. I finished my work before I met him.
2. Who had discovered America ?
3. Let us discuss about these poems.
4. He asked if the meeting can be postponed.
5. You never have and nevet can or will take this bold step.
6. Who hanged this map on the wall ?
7. Ten new members have been enrolled and five resigned.
8. This is the greatest misfortune that has ever or could ever overtake our nation.
9. I decided to at once call a meeting.
10. Being a rainy day, I remained in-doors.
11. Standing on the roof, a helicopter flew over me.
12. Reading in my study room, the clock struck twelve.

REFRESHER COURSE III

Complete these sentences with an Infinitive/a Gerund—

1. Strike is a weapon————————.
2. Would you mind———————— ?
3. He has gone to Delhi————————.
4. I have decided————————.
5. He always prefers————————.
6. Now please stop————————.
7. He is waiting here————————.
8. I couldn't help————————.
9. She now avoids————————.
10. He always likes————————.
11. I will go to the Post Office————————.
12. I don't mind————————.
13. This is a pen for you————————.
14. This is a house for him————————.
15. He had better————————.
16. Why not————————.
17. We saw the plane————————.
18. I am glad————————.
19. It is dangerous————————.
20. He was punished for————————.
21. Pull chain————————.
22. Work hard————————.
23. We go to College————————.
24. I expect him————————.
25. He prevented me from————————.

REFRESHER COURSE IV

Put a tick (√) by the right words—

1. Newton saw an apple fall / to fall.
2. Seldom he is / is he absent.
3. You had better to stay / stay indoors.
4. It is no good to repent / repenting.
5. I didn't see / haven't see him for a week.
6. My purse is / has gone.

■ ■ ■

CHAPTER X

TIME AND TENSE

क्रिया के रूप (form) को Tense कहा जाता है। रूप के अनुसार क्रिया के तीन भेद होते हैं—(i) Present, (ii) Past. (iii) Future.

इनके चार-चार उपभेद होते हैं। इस प्रकार, रूप के अनुसार क्रिया के बारह भेद माने जाते हैं। इसलिए Tense का सम्बन्ध क्रिया के रूप से रहता है।

Time का सम्बन्ध क्रिया के अर्थ (meaning) से रहता है। क्रिया के रूप से कार्य होने के Time का बोध नहीं होता।

इन वाक्यों को लें—

1. The sun rises in the East.
2. We see with our eyes,
3. The blind can't see any thing.
4. Milk is white.

रूप के अनुसार ये क्रियाएँ हैं Present Tense में, पर अर्थ के अनुसार इनसे बोध होता है Present Time, Past Time और Future Time का।

अब इन वाक्यों को देखें—

1. He leaves for home tomorrow.
2. He is going to buy a car next week..

रूप के अनुसार ये क्रियाएँ हैं, Present Tense में, पर अर्थ के अनुसार इनसे बोध होता है Future Time का।

अब इन वाक्यों पर विचार करें—

1. Now the Battle of Panipat begins.
2. Could I see you tomorrow ?
3. It might rain tomorrow.
4. I wish I were a prince.
5. It is time we started.

यहाँ पहले वाक्य में Present Tense [begins] का प्रयोग हुआ है, पर इससे बोध होता है Past Time का। दूसरे तथा तीसरे वाक्यों में Past Tense [could/might] का प्रयोग हुआ है, पर इससे बोध होता है Future Time का। चौथे तथा पाँचवें वाक्यों की क्रियाएँ हैं Past Tense [were/started] के रूप में, पर इनसे Present Time का भाव व्यक्त होता है।

इस प्रकार, क्रिया के रूप से सम्बन्धित Tense और इसके अर्थ से सम्बन्धित Time में बहुत अन्तर है।

इसलिए हम क्रिया के Tense और Time पर विस्तारपूर्वक विचार करें और देखें कि क्रिया के रूपों से किस प्रकार समय तथा अन्य प्रकार के भाव व्यक्त होते हैं।

FORMS OF VERBS : TENSES

Present Tense

Structure I. Present Indefinite [simple]

Subject + full verb

1. He plays. 2. She writes.

Structure II. Present Imperfect [progressive]

Subject + am/is/are + verb + ing

1. He is playing. 2. She is writing.

Structure III. Present Perfect

Subject + has/have + Past Participle

1. He has played. 2. She has written.

Structure IV. Present Perfect Continuous

Subject + has been/have been/verb + ing

1. He has been playing. 2. She has been writing.

Past Tense

Structure V. Past Indefinite [Simple]

Subject + full verb

1. He played. 2. She wrote.

Structure VI. Past Imperfect [Progressive]

Subject + was/were + verb + ing

1. He was playing. 2. She was writing.

Structure VII. Past Perfect

Subject + had + Past Participle

1. He had played. 2. She had written.

Structure VIII. Past Perfect Continuous

Subject + had been + verb + ing

1. He had been playing. 2. She had been writing.

Future Tense

Structure IX. Future Indefinite [Simple]

Subject + shall/will + Infinitive [without to]

1. He will play. 2. She will write.

Structure X. Future Imperfect [Progressive]

Subject + shall/will + be + Verb + ing

1. He will be playing. 2. She will be writing.

Structure XI. Future Perfect

Subject + shall/will + have + Past Participle

1. He will have played. 2. She will have written.

Structure XII. Future Perfect Continuous

Subject + shall have been/will have been + verb + ing

1. He will have been playing.
2. She will have been writing.

MEANING OF VERBS : TIME

I. Present Simple/Indefinite

ऐसे वाक्यों की बनावट होती है—

Subject+full verb [Present Simple]

Rule I. ऐसे वाक्यों से चिरन्तन सत्य (eternal truth) या सिद्धान्त (principle) का बोध होता है और इसलिए इनसे Past, Present, Future तीनों प्रकार के Time का भाव व्यक्त होता है; जैसे—

1. The sun rises in the east.
2. The sun sets in the west.
3. Stars shine at night.
4. The earth moves round the sun.
5. A bad carpenter quarrels with his tools.
6. Water boils at 100°C.

Rule II. ऐसे वाक्यों से स्थायी कार्य (permanent activity) या स्वभाव (nature) का बोध होता है और इसलिए इनसे Past, Present, Future तीनों प्रकार के Time का भाव व्यक्त होता है; जैसे—

1. We hear with our ears.
2. We see with our eyes.
3. The rose smells sweet.
4. He lives in India.

Rule III. ऐसे वाक्यों से आदत (habit) या कार्य के बार-बार होने (repetition) का बोध होता है और इसलिए इनसे Past, Present, Future तीनों प्रकार का Time व्यक्त होता है; जैसे—

1. I like fish very much.
2. He knows English.
3. He always comes on time.
4. She never comes on time.
5. They often come late.

इस प्रकार के वाक्यों में इन Adverbs of Frequency का प्रयोग होता है—

always, often, sometimes, never, seldom
generally, regularly, usually, rarely, normally

Rule IV. ऐसे वाक्यों से भविष्य में होनेवाले कार्यक्रम/निर्णय (firm decision/plan/programme) का बोध होता है और इसलिए इनसे Future Tense का भाव व्यक्त होता है; जैसे—

1. He leaves for home tomorrow.
2. The plane takes off at 9 A.M.

इस प्रकार के वाक्यों में Future Time बतानेवाले ऐसे Adverbs of Time का प्रयोग होता है—

tomorrow, next day, next week/month/year.

Rule V. ऐसे वाक्यों से ऐतिहासिक वर्त्तमान (historical present) का बोध होता है और इसलिए इनसे Past Time का भाव व्यक्त होता है; जैसे—

1. Now the Battle of Panipat begins.
2. Now Sohrab rushes forward.
3. Now Akbar calls Birbal and asks.

Rule VI. ऐसे वाक्यों से समय (time) या शर्त्त (condition) का बोध होता है और Future Time का भाव व्यक्त होता है—

1. You will pass if you work hard.
2. I will wait here until he comes back.

यहाँ if you work hard का अर्थ है—If you will work hard और Until he comes back का अर्थ है—Until he will come back.

II. Present Progressive/Imperfect

ऐसे वाक्यों की बनावट होती है—

Subject + am/is/are + verb + ing

Rule I. ऐसे वाक्यों से तात्कालिक वर्त्तमान (immediate present—Now) का बोध होता है; जैसे—

1. The sun is rising now.
2. They are catching fish now.

Rule II. ऐसे वाक्यों से भविष्य में होनेवाले कार्यक्रम/योजना (plan/programme) का भी बोध होता है और इसलिए इनसे Future Time व्यक्त होता है; जैसे—

1. He is leaving for home tomorrow.
2. She is taking her examination next week.

Rule III. ऐसे वाक्यों से कार्य करने के इरादे (intention) या सम्भावना (likelihood) का बोध होता है और इसलिए इनसे Future Time का भाव व्यक्त होता है; जैसे—

1. He is going to buy a car.—intention
2. The patient is going to die.—likelihood

III. Present Perfect

Subject+has/have+Past Participle

Rule I. इससे यह बोध होता है कि कोई कार्य तुरन्त समाप्त हुआ है और इसलिए इसका सम्बन्ध वर्त्तमान समय (present time) से नहीं रहता है; जैसे—

1. He has just gone out.
2. She has just left for home.
3. I have finished the work.
4. He has returned from Delhi.

Rule II. इससे यह भी बोध होता है कि कार्य का सम्बन्ध वर्त्तमान समय (present time) से जुड़ा हुआ है, क्योंकि इसका प्रभाव अभी भी जारी है; जैसे—

1. He has lived here since 1970.
2. I have known him for five years.
3. I have seen her several times.

IV. Present Perfect Continuous

Subject+has/have+been+verb+ing

इससे यह बोध होता है कि जो काम भूतकाल (past) में आरम्भ हुआ था वह वर्त्तमान समय में (present time) जारी है; जैसे—

1. It has been raining since Monday.
2. He has been working here since January.
3. They have been playing all the time.
4. She has been working all day.

V. Past Indefinite [Simple]

Subject+full verb [Past Indef.]

Rule I. ऐसे वाक्यों से यह बोध होता है कि कोई कार्य भूतकाल में समाप्त हो गया और इसलिए इनसे past time व्यक्त होता है; जैसे—

1. He played.
2. She wrote last year.
3. We sang.
4. They danced yesterday.

Rule II. ऐसे वाक्यों से भूतकाल में कार्य करने की आदत का भी बोध होता है, अर्थात् यह बोध होता है कि कोई कार्य बराबर होता था; जैसे—

1. He always helped me.
2. He never touched wine.
3. He used to smoke.
4. She used to help me.

5. She is used to dust. 6. I am used to hard work.
7. He would often come late. 8. She would often help me.

इस प्रकार के वाक्यों में इन Adverbs of Frequency का प्रयोग होता है—

often, always, never, seldom, generally, usually.

Rule III. Could, might और would हैं Past Tense में, पर इनसे Present time का बोध होता है, जब इनसे निवेदन (request) का भाव व्यक्त होता है; जैसे—

1. Could I use your pen ?
2. Could I see you tomorrow ?
3. Might I use your pen ?
4. Might I see you tomorrow ?
5. Would you shut the door, please ?
6. Would you see me tomorrow ?
7. Would you mind shutting the door ?

Rule IV. Had better/had rather/had sooner/would rather/would sooner हैं Past Tense में पर इनसे present time का बोध होता है, क्योंकि इनसे राय (advice/suggestion) का भाव व्यक्त होता है—

1. You had better go. 2. I would rather stay.

You had better go = It is better for you to go.

Rule V. Indirect Narration में would से Future time का बोध होता है, यद्यपि यह है Past Tense में; जैसे—

He said, "I will go".
He said that he would go.

यहाँ would go का अर्थ है—will go.

Rule VI. शर्त व्यक्त करने वाले वाक्यों में if-clause के Past Simple Tense से Present/Future time का बोध होता है—

1. If he reached on time, he would get a prize.
2. If a ghost appeared here, all would flee away.

ऐसे वाक्यों से वर्त्तमान या भविष्य का बोध होता है और यह भी बोध होता है कि कार्य होने की संभावना बहुत कम है। इसलिए इस प्रकार का Past Simple Tense भूतकाल (past time) का बोध नहीं कराता, यद्यपि यह विशुद्ध Past Tense के रूप में रहता है।

Rule VII. इच्छा (wish) व्यक्त करने वाले वाक्यों के Past Tense से Present/Future Time का बोध होता है और Past Perfect Tense से Past Time का; जैसे—

1. I wish I were a prince. [I wish to be a prince] —Present time
2. I wish I were rich. [I wish to be rich] —Present time

3. I wish I know him. [I don't know him] —Present time
4. I wish I had known him. [I didn't know him] —Past time
5. If only I knew him. [I don't know him] —Present time
6. If only I had known him. [I didn't know him] —Past time

Rule VIII. It is+time के बाद आने वाले Past Tense से Present Time का भाव व्यक्त होता है; जैसे—

1. It is time we started. [It is time for us to start] —Present Time
2. It is time you finished. [It is time for you to finish] —Present Time

VI. Past Imperfect [Progressive]

Subject+was/were+verb+ing

Rule I. इससे यह बोध होता है कि कोई काम भूतकाल में हो रहा था—

1. She was writing. 2. He was playing.

Rule II. इससे यह भी बोध होता है कि भूतकाल में कार्य करने की आदत थी, अर्थात् कार्य लगातार जारी था। ऐसे वाक्यों में always/often आदि Adverb of Frequency का प्रयोग होता है—

1. She was always complaining.
2. He was always murmuring.

VII. Past Perfect

Subject+had+Past Participle

Rule I. जब भूतकाल में दो कार्य समाप्त हो गये हों, तो पहले समाप्त (complete) होने वाले कार्य के साथ Past Perfect का प्रयोग होता है और बाद में समाप्त होनेवाले के साथ Past Simple Indefinite का; जैसे—

1. When I had shut the door, I opened the safe.
2. After I had shut the door, I opened the safe.
3. Mohan had left before Sohan arrived.
4. Muni had finished before Manju began.

Rule II. पर जब ऐसे दो कार्य एक साथ (simultaneously) होने का बोध कराते हैं, या जब यह बोध होता है कि दूसरा कार्य पहले कार्य के तुरंत बाद (immedia-

tely) हुआ, तब दोनों ही कार्यों के लिए Past Simple Indefinite का प्रयोग होता है; जैसे—

1. He washed his face before he went to bed.
2. The train started just before I reached the station.

ध्यान दें कि ऐसे वाक्यों से केवल इतना ही बोध होता है कि दो कार्य एक-दूसरे के तुरंत बाद हुए। इनसे यह बोध नहीं होता कि एक कार्य पूर्ण रूप से समाप्त (complete) हो गया था और तब दूसरा कार्य आरम्भ हुआ। हाँ, *after* से यह बोध होता है कि काम समाप्त हो चुका था। इसलिए after वाले वाक्य में साधारणतः Past Perfect का प्रयोग होता है—

I reached after the train had already left.

VIII. Past Perfect Continuous

Subject + had been + Verb + ing

इससे यह बोध होता है कोई काम भूतकाल में बहुत समय तक जारी था—

1. He had been reading.
2. She had been writing.
3. They had been playing.
4. She had been working.

IX. Future Indefinite [Simple]

(i) First Person + shall + Infinitive [without to]
(ii) Second/Third Person + will + Infinitive [without to]

Rule I. ऐसे वाक्यों से केवल Future time का बोध होता है, अर्थात् यह बोध होता है कि कोई कार्य भविष्य में सामान्य रूप से होगा; जैसे—

1. I shall go to Bombay tomorrow.
2. I shall be fifteen next year.
3. Tomorrow will be Monday.
4. My father will be forty next month.
5. He will start for Delhi tomorrow.

Rule II. कुछ वाक्यों की बनावट इस प्रकार की होती है—

(i) First Person + will + Infinitive [without to]
(ii) Second/Third Person + shall + Infinitive [without to]

ऐसे वाक्यों से भविष्यत्काल के अलावा इच्छा, संकल्प, चेतावनी (will/determination/intention/threat) आदि भावों का बोध होता है। इसलिए इसे coloured

future कहा जाता है। इन वाक्यों को देखें—

1. I will take the exam. next year. [intention/determination]
2. He shall pay the fine. [threat]
3. You shall not tell a lie. [moral duty]
4. They shall get sweets. [promise]
5. Members shall pay fees in time. [command]

Rule III. कुछ Interrogative Sentences इस प्रकार के होते हैं—

Shall + I + Infinitive [without to]

1. Shall I open the door ?
2. Shall I make tea for you ?

ऐसे वाक्यों से राय/परामर्श/निवेदन (advise/suggestion/request) का भाव प्रकट होता है और Present Time का बोध होता है।

Rule IV. कभी-कभी Future Simple से आदत या सत्य का भाव प्रकट होता है और इससे Past, Present, Future तीनों प्रकार के Time का बोध होता है—

1. Boys will be boys.
2. Accidents will happen.
3. A patient will complain of headache.

X. Future Imperfect [Progressive]

Subject + shall be/will be + verb + ing

इससे यह बोध होता है कि कोई कार्य भविष्य में कुछ समय तक जारी रहेगा; जैसे—

1. I shall be reading a novel.
2. He will be staying here.

XI. Future Perfect

Subject + shall have/will have + Past Participle

Rule I. इससे यह बोध होता है कि कोई कार्य भविष्य में किसी निर्धारित समय तक समाप्त हो चुकेगा; जैसे—

1. He will have finished the work by next year.
2. She will have returned home by next month.

Rule II. Future Perfect से संभावना (likelihood) का भी बोध होता है। ऐसी

संभावना का सम्बन्ध भूतकाल (Past) या वर्त्तमान (Present) के कार्यों से रहता है—

1. You will have heard this story [शायद आपने सुना है].
2. You will have known this man [शायद आप जानते होंगे].

XII. Future Perfect Continuous

Subject + shall/will have been + verb + ing

इससे यह बोध होता है कि कार्य भविष्य में बहुत समय तक जारी रहेगा—

1. I shall have been writing a novel.
2. He will have been reading a novel.

EXERCISE 1

Give the missing forms of verbs in this table—

Present Simple	Past Simple	Past Participle
wear	—	—
—	—	sunken
—	won	—
—	swore	—
hear	—	—
drink	—	—
rise	—	—
—	—	sworn
—	—	woven
—	hanged	—
—	—	hung
choose	—	—
—	—	been
—	tore	—

EXERCISE 2.

Supply correct forms of verbs given in brackets—

1. He (go) to school everyday.
2. She now (learn) English.
3. The sun now (set).
4. Columbus (discover) America.
5. He (buy) pen a week ago.
6. She (not see) me for a long time.
7. The sun (rise) in the east.
8. She (live) here since 1970.
9. He (know) me for five years.
10. She (wake up) at five everyday.
11. It (rain) during the rainy season.
12. It now (rain) cats and dogs.

13. The sun always (shine) in Egypt.
14. Bad boys never (work) hard.
15. The plane regularly (take off) at 9. A.M.
16. The train often (arrive) here late.
17. She (watch) the television now.
18. They (have) a swim now.
19. I (listen to) the radio now.
20. I (not hear) about her since 1980.
21. We (win) the match yesterday.
22. She often (come) late.
23. It (grow) dark now.
24. I asked her where she (live).
25. He promised that he (help) me.
26. I wish I (know) him.
27. I wish I (be) a prince.
28. It is time we (finish) the work.
29. If only I (know) her.
30. He already (finish) the work.
31. Would you mind (have) a cup of tea ?

EXERCISE 3

Match the words under **A** *and* **B** *to make correct sentences—*

A	B
They are	since 9 o'clock.
He has been	reaches here tomorrow.
He takes his exam.	I know him.
I have bought a car	last week.
She has been working	ill for a month.
The Prime Minister	next week.
I wish	selling fish.
She went to Bombay	this year.

EXERCISE 4

Correct these sentences—

1. She was writing a letter now.
2. He leaves for Bombay last week.
3. I have passed the examination last year.
4. He has come here the other day.
5. I am going to college daily at 10 A.M.
6. He lives in Bombay now.
7. I will go out when she will return.
8. Don't get off a bus until it will stop.
9. You will catch the train if you will start early.
10. Take an umbrella in case it will rain.
11. He is have a rest now, because he felt tired.
12. What are you doing ? I write a letter.
13. Bad students are never going to college in time.
14. He is regularly going to bed at 9 P.M.
15. I wish I was a princess.
16. It is time we will begin the work.
17. I have seen him a week ago.
18. The plane is normally landing at 10 A.M.

EXERCISE 5

Re-write these sentences as directed—

1. He will go home tomorrow. [use Present Simple]
2. She will buy a car next week. [use going to]
3. I will see him next month. [use Present Progressive]
4. We won the match. [use Present Perfect]
5. She is singing songs. [use Present Perf. Cont.]
6. The President reaches tomorrow. [use Future Simple]
7. The Prime Minister stays here. [use Present Progressive]
8. He will fly to London next month. [use Present Simple]

EXERCISE 6

Distinguish between these pairs of sentences—

1. (a) He lives in India.
   (b) He is living in India.
2. (a) He visits our school next week.
   (b) He is visiting our school next week.
3. (a) He will buy a cow next month.
   (b) He is going to buy a cow next month.
4. (a) I shall finish the work.
   (b) I will finish the work.
5. (a) He comes from Madras.
   (b) He is coming from Madras.
6. (a) The sun rises in the East.
   (b) The sun is rising in the East.
7. (a) He plays tennis.
   (b) He is playing tennis.

EXERCISE 7

Fill in the blanks with the correst form of verbs given in brackets—

1. He———(work) here for five years.
2. She————(live) here since 1975.
3. I———(learn) English for three years.
4. He————(teach) us since 1976.
5. Who (discover) the Law of gravitation ?
6. I waited at the platform until the train (arrive).
7. You would succeed if you (try).
8. If I (be) was you I wouldn't do it.
9. I (not see) him for the last three months.
10. I wish I (be) a bird.

EXERCISE 8

Use correct forms of verbs given in brackets—

1. A person who (catch) first is called a fisherman.
2. He usually (have) breakfast at 8 A. M.
3. She (go) to the picture on Sundays.
4. He (leave) for London next week.
5. You won't pass unless you (work) hard.
6. Take an umbrella in case it (rain).
7. He can't catch the bus if he (not start) early.
8. I (know) him for the last five years.
9. She (cook) food since morning.
10. He (cry) because he is very hungry now.

11. What you (write) now ? I (write) a story now.
12. When he (have) lunch ? He (have) lunch at 1 P.M.
13. What is she doing ? She (play) tennis.
14. I will go out as soon as he (come) back.
15. The train usually (arrive) at 4 P.M.
16. Would you mind (shut) the door ?
17. It is time we (start) the work.
18. My father (be) sixty next year.
19. I wish I (know) him.
20. He reached the station after the train (leave).
21. If only I (know) him.
22. I (have) a nice time these days.

EXERCISE 9

Put a tick (√) by the right words—

1. I reached the bus-stop after the bus left / had left.
2. He told me that he will / would take the examination.
3. I wish I know / knew her in time.
4. Would you mind wait / waiting here a while ?
5. Don't get off until the bus stops / will stop.
6. You will rise in life if you will work / work hard.
7. It is time we leave / left for house.
8. I will go out before she will come back / comes back.
9. She is working / has been working here since 1984.
10. It has been raining / is raining for / since a week.

■ ■ ■

CHAPTER XI

COMMON ERRORS

इस अध्याय में हम ऐसी अशुद्धियों पर विचार करें जो शब्द के अनुपयुक्त प्रयोग के कारण होती हैं। शब्दों के शुद्ध रूप और प्रयोग ब्रैकेट (brackets) के भीतर दिये गये हैं।

(A) ONE WORD FOR ANOTHER

1. His *four fathers* were great men. (fore-fathers)
2. He is given free *boarding* and lodging. (board)
3. There is a *bevy* of boys. (bevy of girls)
4. This house is made of *bricks*. (brick)
5. There is a *crowd* of grapes. (bunch)
6. He has not paid the *fooding* charge. (food)
7. I enjoy *freeship*. (free-studentship)
8. He has applied for *lecturership*. (lectureship)
9. He doesn't like *teachery* as a profession. (teaching)
10. A *towny man* gets a lot of comforts. (a townsman)
11. The house is beyond *repairs*. (repair)
12. You are a man of *words*. (word)
13. He is true to his *words*. (word)
14. I did all my *works*. (work)
15. I have sent a *petition* for casual leave. (an application)
16. He is out of *door*. (doors)
17. I have placed *order* for a book. (orders)
18. He is out of *spirit*. (spirits)
19. I am out of *sort*. (sorts)
20. I am a man of *part*. (parts)
21. He applied himself to *study* (studies)
22. I am resting in the *shadow* of a tree. (shade)
23. There is no *place* on this berth. (room)
24. I have no *rupees*. (money)
25. He *walked* on his cycle. (rode)
26. My salary is Rs. 400/-*per month*. (per mensem or a month)
27. My salary is Rs. 4800/- *per year*. (per annum or a year)
28. Please credit this amount to my *name*. (account)
29. *Good bye*, Ram, I am glad to see you. (Good evening)
30. *Good night*, sir, you are welcome. (Good evening)
31. The *weather* of this place suits me. (climate)
32. He is *devoted* to gambling (addicted)
33. You are *addicted* to literature. (devoted)
34. There is *lack of* poverty here. (absence of)
35. It is an *ancient* chair. (old)
36. This great poem is very *artful*. (artistic)

37. I like your *childish* nature. (child-like)
38. Shakespeare was an *imaginary* poet. (imaginative)
39. As he is *sick*, he is absent. (ill)
40. Please grant me *ill* leave. (sick leave)
41. What's the cause *for* delay. (of)
42. There is no cause *of* complain. (for)
43. She is *somewhat* tall for her age. (to, too, rather)
44. The great saint is *notorious* in the spiritual field. (famous)
45. You are a *luxuriant* man. (luxurious)
46. Please *shut* the tap. (turn off)
47. Bread is made *of* flour. (from)
48. He is very *coward*. (is a coward or is very cowardly)
49. He is our *mutual* friend. (common)
50. He rose by dint of *sheer* merit. (great)
51. They are fast *enemies*. (friends)
52. They are *sworn* enemies. (avowed)
53. I *richly* deserve this honour. (highly, greatly)
54. He *highly* deserves this punishment. (richly)
55. It is *utterly* right. (wholly, perfectly)
56. I have done *good* at the examination. (well)
57. The thief stood *in front of* the judge. (before)
58. It is 4-30 *in* my watch. (by)
59. It is *totally* good. (wholly)
60. It is *totally* clear to me. (perfectly, thoroughly)
61. It is *totally right*. (all right/perfectly right)
62. The pot is *vacant*. (empty)
63. I admire her *womanish* virtues. (womanly)
64. I *took* my bath and tea in the morning. (had)
65. I *took* my meal. (I had/ate my meals)
66. I *took* my admission. (I was admitted or I got myself admitted.)
67. I *took* my birth in 1920. (I was born)
68. He invited me but I *denied*. (declined)
69. He *denied* to help me. (refused)
70. I *drink* milk in the evening. (take)
71. A lot of men *suspect* the existence of God. (doubt)
72. The police *doubted* him. (suspected)
73. The ship was *drowned* in the sea. (The ship sank)
74. Fish *float* in the river. (swim)
75. A piece of wood is *swimming*. (floating)
76. The picture was *hanged*. (hung)
77. I cannot *rise* it. (raise)
78. I will do it *some way* or another.
    (some way or other/one way or another)
79. Please *await* me here. (wait for)
80. He jumped *at* a conclusion. (to)
81. Neither of them saw *each other*. (saw the other)
82. The two cars followed *each other*. (one car followed the other)
83. My speech was *broadcasted*. (broadcast)
84. His words are as sweet as *sugar*. (honey)

85. I went there *especially* to see him. (specially)
86. I cannot stay here *any more*. (any longer)
87. He went with me *so far as* Bombay. (as far as)
88. She refused to look at me, *much more* speak to me. (much less)
89. He was *hung* for murder. (hanged)
90. The smoke is *raising* from huts. (rising)
91. I *hope* that I shall fail. (fear)
92. Columbus *invented* America. (discovered)
93. You *enjoy* bad health. (You have)
94. I didn't *approve* this marriage proposal. (approve of)
95. This scheme has been *approved of* by the V.C. (approved by the V. C.)
96. I can't question his *bona fide*. (bona fides)
97. Please excuse *me* coming late. (my)
98. Will you *forego* your holiday ? (forgo)
99. I *told* him good morning. (bade)
100. He *tells* me a fool. (calls)
101. He has *stopped* at my house for a week. (stayed)
102. He *saw* my certificates. (looked into)
103. The doctor *saw* my pulse. (felt)
104. Have you *seen* all the examination papers ? (examined)
105. *See* this word in the dictionary. (look up)
106. The teacher *told* that the earth is round. (said)
107. *Whom* are you speaking to ? (Who)
108. His *dear* half is ill. (better half)
109. The matter *shook* in the balance. (trembled)
110. He is as gentle as a *cow*. (lamb, dove)
111. He is as greedy as a *cat*. (wolf)
112. He is as faithful as a *horse* (dog)
113. He *turned every* stone. (He left no stone unturned)
114. My friend *tells* that the Five-Year Plan is good. (says, feels)
115. It is as white as *milk*. (snow)
116. I have *given* examination this year. (appeared at, taken)
117. He *broke the news* of my grand success. (communicated)
118. I could not help *to laugh*. (laughing)
119. My parrot *speaks*. (talks)
120. It is as heavy as *stone*. (lead)
121. He *talks* English well. (speaks)
122. He is as firm as a *hill*. (rock)
123. Do not *speak* a lie. (tell)
124. It is as soft as *velvet* (butter)
125. It is a *forgone* conclusion. (foregone)
126. She is as busy as an *ant*. (as a bee)
127. *What to speak* of helping, he did not even see me. (Not to speak)
128. It is an apple of *contention*. (discord)
129. He *shook my hand*. (shook hands with me or shook me by the hand)
130. *Except for* your help I would have been ruined. (Without or But for)

131. His name is *full-known*. (well-known)
132. It is as clear as gold. (crystal, day)

(B) SUPERFLUOUS WORDS

1. She is mother of mine. [She is my mother.]
2. He is my *own* father. [He is my father.]
3. The fact is *true*. (It is a fact)
4. I am awaiting *for* your reply. (awaiting your reply)
5. He picked *up* a quarrel. (picked a quarrel)
6. He died at the age of seventy *years*. (seventy)
7. I met a child of five years *old*.
(a five-year old child)
8. The clock has struck six *hours*. (six)
9. It is *almost quite* right. (quite right or almost right)
10. He is a man of *good* position. (man of position)
11. It is *rather* unique. (It is unique)
12. I am a man of *good* principle. (man of principle)
13. I walked on *my feet*. (on foot)
14. I think myself. (I think)
15. I forbade him *not* to smoke. (him to smoke)
16. This is just the *right* thing. (just the thing)
17. He is my cousin *brother*. (cousin)
18. I ordered *for* his dismissal. (ordered his dismissal)
19. He was proved *to be* wrong. (proved wrong)
20. I consider it *as* a good thing. (consider it a good thing)
21. I think/consider him *to be* a good student. (him a good student)
22. The train is behind *due* time. (behind time)
23. You are my only *one* friend. (only friend)
24. There is no *other* alternative. (no alternative)
25. She made a *fine* figure. (made a figure)
26. The poet describes *about* nature. (describes nature)
27. I saw him *on* last Friday. (saw him last Friday)
28. I doubt *as to* whether he is honest. (doubt whether)
29. Let us discuss *about* the problem. (discuss the problem)
30. I am investigating *into* the case. (investigating the case)
31. I am contesting *for* a seat. (contesting a seat)
32. I recommended *for* him to the Principal. (recommended him)
33. Her face resembles *to* her mother. (resembles her mother's)
34. Wait here until I *do not* return. (until I return)
35. Unless you *do not* work hard, you will not pass. (Unless you work)
36. My watch is in *proper* order. (is in order)
37. She is in a *bad* temper. (in a temper)
38. He is out of *good* temper. (out of temper)
39. I am forty years. (I am forty or forty years old)

(C) WORDS OMITTED

1. This house is 200 years. (200 years old)
2. Please come to *mine*. (my house, place, residence)

3. *Yours* of the 10th instant is to hand. (Your letter of the 10th)
4. I *find hard* to do it. (find it hard)
5. *Suffice* to say. (Suffice it to say)
6. I *know him* a good man. (know him to be)
7. I consider wrong to use unfair means. (consider it wrong)
8. His services were *dispensed*. (dispensed with)
9. I have *disposed* the business. (disposed of)
10. She does not *listen* my advice. (listen to)
11. He does not *know to* read and write. (how to read and write)
12. It is *regarded* sacred. (regarded as)
13. I *took him* a thief. (for a thief)
14. I have a pen *to write*. (to write with)
15. You have a house to *live*. (to live in)
16. He resides in a *boarding*. (boarding house)
17. *Open* page 15. (Open at)
18. I *wrote him* to come. (wrote to him)
19. I *replied him*. (replied to him)
20. I *pray God*. (pray to God)
21. Go there and *enjoy*. (enjoy yourself)
22. He *met* an accident. (met with)

(D) WORDS MISRELATED

1. My *family members*. (Members of my family)
2. Many *worth seeing* places. (Many places worth seeing)
3. *All round* the year. (All the year round)
4. I saw a dead horse walking across the field. (Walking across the field I saw a dead horse.)
5. He shot himself dead after bidding his wife good-bye with a gun. (After bidding his wife good-bye, he shot himself dead with a gun.)
6. He was murdered, sleeping in cold blood. (He was murdered in cold blood while he was sleeping.)
7. A large number of seats have been occupied by scholars that have no backs. (A large number of seats that have no backs have been occupied by scholars.)
8. A motor car may be driven across the bridge which weighs less than two tons. (A motor car which weighs less than two tons may be driven across the bridge.)
9. The death occurred yesterday afternoon at his residence of Mr. Brown. (The death of Mr. Brown occurred..residence.)
10. He gave a stool to the servant that had four legs. (He gave the servant a stool that had four legs.)
11. Lost a cane by a gentleman with a carved head. (Lost by a gentleman a cane with a carved head.)
12. I told him that he would fail as plainly as possible. (I told him as plainly as possible that he would fail.)
13. The storm burst just when the king reached the shore with great violence. (The strom burst with great violence just when the king reached the shore.)

14. Wanted a piano by a gentleman with carved legs. (Wanted by a gentleman a piano with carved legs.)

15. Wanted a house by a government officer that has at least four bed rooms. (Wanted by a government officer a house that has at least four bed rooms.)

16. Waiting for a taxi a lizard fell on his head. (As he was waiting for a taxi......)

17. While plucking flowers a wasp stung him. (While he was plucking..)

▪ ▪ ▪

WORD POWER

TEST YOURSELF

Q. I. *Fill in the blanks with a suitable word given in brackets—*

1. I won but you—[fought, lost]
2. He will be rewarded but she—[punished, banished]
3. I will lend but he will—[borrow, sorrow]
4. He talks much but does—[nothing, little]
5. He was given a—punishment [corporal, corporeal]
6. This saint is very—[beneficial, beneficent]
7. —of everything is bad [access, excess]
8. He is very—of me [zealous, jealous]
9. She gave me a piece of—[advice, advise]
10. He—all the charges [denied, refused]
11. Smoking is a—[habit, custom]
12. I like his—simplicity [childish, childlike]
13. Barometer measures—[pressure, temperature]
14. Wood is hard but butter is—[soft, white]
15. He—to help me [refused, denied]

Q. II. *Correct the following sentences—*

1. Coffee is a mild stimulus.
2. This door is meant for exodus.
3. Do you mind your date of birth ?
4. He went to Bombay via train.
5. Who is the tragical hero ?
6. The President has given ascent to this Bill.
7. His behaviour is not descent.
8. He is not sensible to criticism.
9. He is an imminent poet.
10. He is stopping with his friend.

■ ■ ■

CHAPTER XII

WORD POWER

[Vocabulary]

शुद्ध-शुद्ध बोलने और लिखने के लिए सिर्फ व्याकरण के नियमों का ज्ञान काफी नहीं। इसके लिए शब्दों के अर्थ का ज्ञान आवश्यक है। इसलिए इस अध्याय में SYNONYMS, ANTONYMS, PARONYMS और HOMONYMS पर विचार करें और देखें कि शब्द किस प्रकार कई तरह से प्रयुक्त होते हैं। इससे शब्दों की शक्ति समझने और उनका उचित प्रयोग करने में सहायता मिलेगी।

SYNONYMS

जिन शब्दों के अर्थ में कुछ समानता रहती है और साथ ही उनमें भिन्नता भी वर्त्तमान रहती है वे SYNONYMS कहलाते हैं। एक-दो उदाहरण लें। crime उस अपराध को कहते हैं जो राज्य के विरुद्ध किया जाता है; vice वह अपराध है जो नैतिकता के विरुद्ध किया जाता है और sin वह अपराध है जो धर्म के विरुद्ध किया जाता है। इसलिए crime, vice और sin को हम synonyms कह सकते हैं। यहाँ हम कुछ Synonyms पर विचार करें—

1. **Assent** का अर्थ है agreement (स्वीकृति), किन्तु यह फैसले के विषय से सम्बन्धित रहता है; जैसे—

   The Chancellor has given his *assent* to this proposal.

   Consent का भी अर्थ है agreement (स्वीकृति), किन्तु यह प्रबन्ध की बातों से सम्बन्धित है; जैसे—

   The Chancellor has given his *consent* to preside over the function.

2. **Addicted** (बुरे गुणों के अर्थ में)—He is *addicted* to drinking.
   Devoted (अच्छे गुणों के अर्थ में)—I am *devoted* to my duties.

3. **Avenge** (to punish evil doers on behalf of one who is weak or oppressed)—He will *avenge* the murder of his bosom friend.

   Revenge (is a Noun and a Verb—to punish person for wrongs done to oneself or someone else)—The robber took *revenge* on the officer who had arrested him.

4. **Battle** (between large organised armies)—Three important *battles* were fought at Panipat.

   Fight (between persons or parties but without the aid of army)—The Hindus and the Muslims often *fight* for nothing.

War (between nations with the aid of large armies—is the biggest type of armed conflict between nations)—A third world *war* will destory everything.

5. **Begin** (is used in a non-official sense)—I will *begin* the work soon.

   Commence (is used in an official sense)—The Principal has notified that the examination shall *commence* on the 15th of May, 1962.

6. **Confer** (to give—as an act of authority)—The President of India *confers* titles on great men.

   Bestow (to give—as an act of charity)—Many presents were *bestowed* on the flood-victims.

7. **Confess** (to accept responsibility or guilt)—The thief *confessed* his guilt at last.

   Admit (to accept as true)—My previous decision, I *admit*, was not helpful.

8. **Crime** (offence against law or state)—Theft is a *crime*.
   Vice (offence against moral law)—Drinking is a *vice*.
   Sin (offence against religion)—Telling lies is a *sin*.

9. **Custom** (general practice in a society, an established code of action)—Old *customs* are not always bad.

   Habit (a particular tendency in an individual)—*Habit* is the second nature of man.

10. **Deficient** (lacking in)—He is *deficient* in manners.

    Defective (having faults)—His language is very *defective*.

11. **Deny** (to declare something as false or untrue)—The thief *denied* all the charges against him.

    Refuse (not to accept)—He *refused* to help me.
    We cannot say, "He *denied* to help me."

12. **Discover** (to find something that existed before—to bring to light something that lay hidden for others)—A new planet has been *discovered*.

    Invent (to produce something new—to create what did not exist before)—Many deadly weapons have been *invented* these days.

13. **Drown** (is used for living objects only)—The body was *drowned* in the river.

    Sink (is used for both living and lifeless objects)—The ship *sank* into the ocean.

14. **Famous** (having importance in a good sense)—India is *famous* for her fine silk.

    Notorious (having importance in a bad sense)—He is a *notorious* criminal.

Notable (is used in a good sense—having a rare quality)—Mr Nehru was a *notable* citizen.

15. **Liberty** (absence of any check or restraint)—You are at *liberty* to do anything you like.

    Freedom (absence of dependence)—India has now achieved political *freedom*.

16. **Peaceable** (attracted towards peace, as opposed to war)—The world to-day requires men of *peaceable* nature.

    Peaceful (a state of peace)—Everybody by nature likes a *peaceful* life.

17. **Practice** (Noun—a habit—repetition of an action)—Mathematics requires *practice*.

    Practise (Verb—to do repeatedly)—A false preacher only preaches, he does not *practise*.

18. **Shade** (a place sheltered from the sun)—Cows are resting in the *shade* of this tree.

    Shadow (a dark figure projected by a body)—This *shadow* dance was very nice.

19. **Stimulant** (that which produces artificial energy for some time)—Tea is a mild *stimulant*.

    Stimulus (that which rouses to activity)—Promotion is a *stimulus* to efficiency.

20. **Vacant** (not filled or occupied)—The house is *vacant*.
    Empty (not containing anything)—The pitcher is *empty*.

ANTONYMS

किसी शब्द का अर्थ यदि दूसरे शब्द के विपरीत हो तो वह उस शब्द का ANTONYM कहलाता है। अंगरेजी में Antonyms तीन प्रकार से बनाये जाते हैं—

(i) कुछ शब्दों के पहले dis, it, im, in ir, un prefixes (उपसर्ग) जोड़कर; जैसे—

pleasant—unpleasant	courtsey—discourtesy
possible—impossible	pleased—displeased
important—unimportant	known—unknown;
decent—indecent	convenience—inconvenience.

(ii) कुछ शब्दों के अंत में आने वाले suffix (प्रत्यय) full/less को बदलकर; जैसे—
hopeful—hopeless; careless—careful.

(iii) अनियमित रूप से, अर्थात् नये शब्द की रचना के द्वारा; जैसे—
good—bad; ugly—beautiful.

यहाँ इन Antonyms को सावधानी से देखें—

Ability (योग्यता)	Incompetence (अयोग्यता)
Above (ऊपर)	Below (नीचे)

Accept (स्वीकार करना)	Reject (अस्वीकार करना)
Acknowledge (पहुँच स्वीकार करना)	Deny (नहीं मानना)
Acquit (मुक्त करना)	Convict (सजा देना)
Advance (आगे बढ़ना)	Retreat (पीछे हटना)
Advantage (लाभ, सुविधा)	Disadvantage (हानि, असुविधा)
Adversity (विपत्ति)	Prosperity (उन्नति)
Affirm (स्वीकार करना)	Deny (इनकार करना)
Agree (सहमत होना)	Differ (असहमत होना)
Agreeable (मान्य)	Disagreeable (अमान्य)
Allow (अनुमति देना)	Disallow (अनुमति न देना)
Always (सर्वदा)	Never (कभी नहीं)
All (सब)	None (कोई नहीं)
Angel (देवदूत)	Devil (दुष्ट)
Ancient (प्राचीन)	Modern (आधुनिक)
Appear (प्रकट होना)	Disappear (लुप्त हो जाना)
Arrival (आगमन)	Departure (प्रस्थान)
Ascend (ऊपर उठना)	Descend (नीचे गिरना)
Attach (जोड़ना)	Detach (अलग करना)
Attract (आकर्षित करना)	Repel (दूर हटाना)
Attack (आक्रमण करना)	Defend (रक्षा करना)
Armament (शस्त्रीकरण)	Disarmament (निःशस्त्रीकरण)
Ample (पर्याप्त)	Meagre (अपर्याप्त)
Activity (क्रियाशीलता)	Passivity (निष्क्रियता)
Ayes (हाँ)	Noes (ना)
Bad (खराब)	Good (अच्छा)
Barbarous (असभ्य)	Civilized (सभ्य)
Barren (बंजर)	Fertile (उर्वर)
Beautiful (सुन्दर)	Ugly (कुरूप)
Beginning (प्रारम्भ)	End (अन्त)
Belief (विश्वास)	Disbelief (अविश्वास)
Benevolence (उपकार)	Malevolence (अपकार)
Bitter (तीता)	Sweet (मीठा)
Blessing (वरदान)	Curse (अभिशाप)
Blunt (भोथा)	Sharp (पैना)
Bold (साहसी)	Timid (कायर)
Bottom (पेंदा)	Top (शीर्ष)
Bravery (वीरता)	Cowardice (कायरता)
Bright (चमकीला, चुस्त)	Dull (फीका, सुस्त)
Broad (चौड़ा)	Narrow (सँकरा)
Buy (खरीदना)	Sell (बेचना)
Care (परवाह करना)	Neglect (उपेक्षा करना)

Cause (कारण)	Effect (परिणाम)
Cheap (सस्ता)	Dear (महँगा)
Cheerful (प्रसन्न)	Cheerless (उदास)
Civil (विनम्र)	Uncivil (उद्दण्ड)
Classicism (पौराणिकता)	Romanticism (आधुनिकता)
Clean (साफ़)	Dirty (गन्दा)
Clever (चालाक)	Stupid (मूर्ख)
Cold (ठण्डा)	Hot (गर्म)
Come (आना)	Go (जाना)
Comedy (सुखांत नाटक)	Tragedy (दुखांत नाटक)
Common (साधारण)	Rare (असाधारण)
Condemn (तिरस्कार करना)	Approve (प्रशंसा करना)
Confess (स्वीकार करना)	Deny (अस्वीकार करना)
Confidence (विश्वास)	Diffidence (अविश्वास)
Consent (सहमति)	Dissent (असहमति)
Considerable (बहुत)	Inconsiderable
Create (बनाना)	Destroy (नष्ट करना)
Credit (उधार)	Cash (नकद)
Crude (अपरिष्कृत, भोंड़ा)	Refined (परिष्कृत)
Cruel (क्रूर)	Kind (दयालु)
Death (मृत्यु)	Life (जीवन)
Debtor (ऋणी, खद्दुक)	Creditor (ऋणदाता, महाजन)
Decent (भद्र)	Indecent (अभद्र)
Decision	Indecision
Decided	Undecided
Deep (गहरा)	Shallow (छिछला)
Defendant (प्रतिवादी, मुद्दालह)	Plaintiff (वादी, मुद्दई)
Defensive (रक्षात्मक)	Offensive (आक्रमणात्मक)
Dependent (परतन्त्र)	Independent (स्वतन्त्र)
Deposit (जमा करना)	Withdraw (निकालना)
Destructive (ध्वंसात्मक)	Constructive (रचनात्मक)
Difficult (कठिन)	Easy (सरल)
Diligent (उद्यमी, मेहनती)	Idle (अनुद्यमी, काहिल)
Diminish (घटना)	Increase (बढ़ना)
Disease (रोग)	Health (स्वास्थ्य, आरोग्य)
Domestic (पालतू)	Wild (जंगली)
Dry (शुष्क)	Wet (आर्द्र)
Do (करना, बनाना)	Undo (बिगाड़ना)
Ebb (भाटा)	Flow (प्रवाह)
Early (पहले, शीघ्र)	Late (बाद, देर से)

Empty (खाली)	**Full** (भरा हुआ)
Employment	**Unemployment**
Encourage (उत्साहित करना)	**Discourage** (हतोत्साहित करना)
Entrance (प्रवेश)	**Exit** (निकास)
Evil (बुरा)	**Good** (भला)
Exclude (छोड़ना)	**Include** (शामिल करना)
Exterior (बाहरी)	**Interior** (भीतरी)
Extraordinary (असाधारण)	**Ordinary** (साधारण)
Experienced	**Inexperienced**
Extravagant (अपव्ययी)	**Frugal, Thrifty, Economical** (मितव्ययी)
Exhaustible	**Inexhaustible**
Examiner (परीक्षक)	**Examinee** (परीक्षार्थी)
Failure (असफलता)	**Success** (सफलता)
Fair (अच्छा)	**Foul, Unfair** (बुरा)
Faithful (विश्वासी)	**Faithless** (अविश्वासी)
Fall (पतन)	**Rise** (उत्थान)
Falsehood (असत्यता)	**Truth** (सत्यता)
Familiar (परिचित)	**Strange** (अपरिचित)
Far (दूर)	**Near** (निकट)
Fast (तेज)	**Slow** (सुस्त)
Fat (मोटा)	**Thin** (पतला)
Foolish (मूर्ख)	**Wise** (बुद्धिमान)
Fortunate (भाग्यवान)	**Unfortunate** (भाग्यहीन)
Fortune (सौभाग्य)	**Misfortune** (दुर्भाग्य)
Freedom (स्वतन्त्रता)	**Slavery** (दासता)
Fresh (ताजा)	**Stale** (बासी)
Friend (मित्र)	**Foe, Enemy** (शत्रु)
Friendliness	**Unfriendliness**
Friendship (मित्रता)	**Enmity** (शत्रुता)
Gain (लाभ)	**Loss** (हानि)
Giant (भीमकाय, विशाल)	**Dwarf** (लघुकाय, बौना)
General (साधारण)	**Particular** (विशेष)
Great (बड़ा)	**Small** (छोटा)
Guest (अतिथि)	**Host** (आतिथेय)
Happiness (सुख)	**Misery** (दु:ख)
Hard (कठोर)	**Soft** (कोमल)
Haste (शीघ्रता)	**Delay** (विलम्ब)
Heavy (भारी)	**Light** (हलका)
Heaven (स्वर्ग)	**Hell** (नरक)
High (ऊँचा)	**Low** (नीचा)

Honest (सच्चा, ईमानदार)	**Dishonest** (झूठा, बेईमान)
Honour (आदर, सम्मान)	**Dishonour, Shame** (निरादर, अपमान)
Hope (आशा)	**Despair** (निराशा)
Humble (विनम्र)	**Proud** (घमंडी)
Important (महत्त्वपूर्ण)	**Unimportant, Trivial** (साधारण)
Increase (वृद्धि)	**Decrease** (कमी)
Inferior (घटिया)	**Superior** (श्रेष्ठ)
Inhale (साँस लेना)	**Exhale** (साँस छोड़ना)
Initial (प्रारम्भिक)	**Final** (अंतिम)
Interested (इच्छुक)	**Uninterested** (अनिच्छुक)
Interesting (रोचक)	**Uninteresting** (अरोचक)
Innocent (निर्दोष)	**Guilty** (दोषी)
Joy (हर्ष)	**Sorrow** (विषाद)
Junior (छोटा, निम्न)	**Senior** (बड़ा, उच्च)
Justice (न्याय)	**Injustice** (अन्याय)
Known	**Unknown**
Kind	**Unkind**
Knowledge (ज्ञान)	**Ignorance** (अज्ञान)
Lad (लड़का)	**Lass** (लड़की)
Legal (कानूनी)	**Illegal** (गैर-कानूनी)
Lend (कर्ज देना)	**Borrow** (कर्ज लेना)
Like (समान)	**Unlike** (असमान)
Like (पसन्द करना)	**Dislike** (नापसन्द करना)
Literate (साक्षर)	**Illiterate** (निरक्षर)
Living (जीवित)	**Dead** (मृत)
Logical (तर्कपूर्ण)	**Illogical** (तर्कशून्य)
Legitimate (जायज)	**Illegitimate** (नाजायज)
Long (लम्बा)	**Short** (नाटा)
Loyal (आज्ञाकारी, विश्वासी)	**Disloyal** (अवज्ञाकारी, विश्वासघातक)
Make (बनाना)	**Mar** (नष्ट करना)
Many (बहुत)	**Few** (कुछ)
Material (भौतिक, पार्थिव)	**Spiritual** (अभौतिक, अपार्थिव)
Masculine (पुंल्लिग)	**Feminine** (स्त्रीलिंग)
Maximum (अधिकतम)	**Minimum** (न्यूनतम)
Merit (गुण)	**Demerit** (दोष)
Modest (विनम्र)	**Immodest** (उद्दंड)
Mortal (नाशवान)	**Immortal** (अमर)
Movable (चल)	**Immovable** (अचल)
Much (बहुत)	**Little** (थोड़ा)
Natural (अकृत्रिम, स्वाभाविक)	**Artificial** (कृत्रिम), **Unnatural**

Negative (नकारात्मक)	Positive, Affirmative (स्वीकारात्मक)
Noble (उदार)	Ignoble (नीच, अधम)
Neither (कोई नहीं)	Either (कोई)
Obey (आज्ञापालन करना)	Disobey (आज्ञोल्लंघन करना)
Old (वृद्ध)	Young (युवा)
Optimist (आशावादी)	Pessimist (निराशावादी)
Oral (मौखिक)	Written (लिखित)
Partial (पक्षपाती)	Impartial (निष्पक्ष)
Peace (शान्ति)	War (युद्ध)
Permanent (स्थायी)	Temporary (अस्थायी)
Permission (अनुमति)	Prohibition (रोक, निषेध)
Persuade (राजी करना)	Dissuade (रोकना, मना करना)
Please (प्रसन्न करना)	Displease (अप्रसन्न करना)
Pleasant (रुचिकर)	Unpleasant (अरुचिकर)
Pleasure (आनन्द)	Pain (कष्ट), Displeasure
Plenty (प्रचुरता)	Scarcity (अभाव)
Polite (नम्र)	Impolite (अनम्र, कटु)
Praise (प्रशंसा करना)	Blame (दोष देना)
Presence (उपस्थिति)	Absence (अनुपस्थिति)
Profit (लाभ)	Loss (हानि)
Proper (उचित)	Improper (अनुचित)
Private (निजी)	Public (सार्वजनिक)
Punctual (समयनिष्ठ)	Unpunctual, Late (समयानिष्ठ, देरी से आने वाला)
Punish (दंड देना)	Reward (पुरस्कृत करना)
Pure (शुद्ध)	Impure (अशुद्ध), Adulterated
Rational (विवेकपूर्ण)	Irrational (विवेकशून्य)
Religious (धार्मिक)	Secular (धर्म-निरपेक्ष)
Recover (प्राप्त करना)	Lose (खोना)
Regular (नियमित)	Irregular (अनियमित)
Reject (अस्वीकृत करना)	Accept (स्वीकृत करना)
Remember (याद रखना)	Forget (भूल जाना)
Reasonable (उपयुक्त, उचित)	Unreasonable (अनुपयुक्त, अनुचित)
Rich (धनवान)	Poor (निर्धन)
Rough (रुखड़ा)	Smooth (चिकना)
Raw (कच्चा)	Ripe (पका हुआ)
Social (सामाजिक)	Unsocial (असामाजिक)
Satisfied (संतुष्ट)	Dissatisfied (असंतुष्ट)
Satisfactory (संतोषजनक)	Unsatisfactory (असंतोषजनक)
Thick (मोटा)	Thin (पतला)

Transparent (स्पष्ट, पारदर्शी)	Opaque (अपारदर्शी)
Unite (मिलाना)	Disunite (अलग करना)
Uniform (एक रूप का)	Varied (भिन्न-भिन्न रूप का)
Vague (अनिश्चित)	Definite (निश्चित)
Victory (विजय)	Defeat (पराजय)
Visible (दृश्यमान)	Invisible (अदृश्य)
Violence (हिंसा)	Non-violence (अहिंसा)
Virtue (गुण, पुण्य)	Vice (अवगुण, पाप)
Voluntary (ऐच्छिक)	Compulsory (अनिवार्य)
Warm (मन्दोष्ण)	Cool (समशीतल)
Wicked (पापी)	Virtuous (पुण्यात्मा)
Wild (जंगली)	Domestic (पालतू)
Win (जीतना)	Lose (हारना)
Wisdom (विवेक)	Folly (मूर्खता)
Yes (हाँ)	No (नहीं)

EXERCISE

Add the right prefix to each of these words to make a word opposite in meaning—

regular, friendly, pleasure, known, religious, natural, exhaustible, please, kind, noble, moveable, satisfied, satisfactory, visible, rational.

PARONYMS

जिन शब्दों के रूप मिलते-जुलते हों या जिनकी उत्पत्ति एक ही शब्द से हुई हो, पर अर्थ में भिन्नता हो वे PARONYMS कहलाते हैं; जैसे—Artful, Artistic और Artificial; इन तीनों शब्दों की उत्पत्ति 'art' से हुई है, किन्तु तीनों के अर्थ में अन्तर है। जो लोग शुद्ध ढंग से अंगरेजी लिखना या बोलना चाहते हैं उन्हें इस सूची से बहुत सहायता मिलेगी—

1. **Artist** (one skilled in fine arts, viz. painting, music, poetry etc.) —A poet is an *artist*.

   Artisan (one who practises some handicraft)—A potter is an *artisan.*

   Artiste (a performer in singing or dancing)—The opera company had quite a large number of *artistes*.

2. **Artistic** (beautiful)—This poem is *artistic.*

   Artful (clever)—He succeeded by *artful* means.

   Artificial (not natural)—Modern life is getting *artificial*.

3. **Barbarism** (uncivilized condition)—*Barbarism* still prevails in some parts of the world.

   Barbarity (cruelty)—Great conquerors have committed several acts of *barbarity.*

4. **Beneficial** (useful—it is applied to things)—The University Act is very *beneficial.*

   Beneficent (kind—it is applied to persons)—My college is run by the *beneficent* person of the place.

5. **Ceremonious** (an excess of formality)—A friend's manners should not be *ceremonious.*

   Ceremonial (relating to rites or ceremonies)—His *ceremonial* dress is very costly.

6. **Comprehensive** (extensive, that which includes a good deal)—'The Discovery of India' gives us a *comprehensive* survey of the glories of ancient India.

   Comprehensible (that which can be understood)—Your ideas are not very clear and *comprehensible.*

7. **Confident** (quite sure)—A good student is *confident* of success.

   Confidant (one who is entrusted with a secret)—It is not safe to make everybody your *confidant.*

8. **Contemptible** (mean, नीच)—Iago's conduct was highly *contemptible.*

   Contemptuous (hateful, घृणित)—He dismissed the servant with a *contemptuous* look.

9. **Continuous** (without gap or break)—Rainfall has been *continuous* at Patna today.

   Continual (with occasional breaks)—My dog keeps up a *continual* barking at night.

10. **Continuance** (duration, time of remaining)—He will get all the privileges during his *continuance* in the service.

    Continuation (completion or resumption of something left 'incomplete)—The *continuation* of the work is delayed.

11. **Corporal** (relating to the body)—*Corporal* punishment at school was allowed till recently.

    Corporeal (material)—Saints avoid *corporeal* pleasures.

12. **Childish** (is used in a bad sense and means 'silly')—You are now fairly grown-up but your habits are *childish.*

    Childlike (is used in a good sense and means 'simple' and 'innocent')—Aurobindo's *childlike* simplicity pleased everyone.

13. **Dependent** (is an adjective, meaning depending on)—My career is *dependent* upon this plan.

    Dependant (is a noun, meaning one depending on others)—The *dependants* of the college employees are granted full free-studentship.

14. **Disinterested** (unselfish, free from prejudice)—A great leader renders *disinterested* service to his society.

Uninterested (indifferent, lacking in interest in a thing)– I am *uninterested* in local politics.

15. **Diverse** (different, not alike)—Our opinions on this point are as *diverse* as sky and earth.

Divers (several)—*Divers* men have tried to bring about social reforms.

16. **Effective** (having a powerful effect)—Antony's funeral speech on the death of Caesar was *effective*.

Efficient (competent, योग्य)—*Efficient* officers do not practise red-tapism.

Efficacious (sure to produce the desired effect)—'Anacin' proves *efficacious* in all types of pain.

17. **Enviable** (producing or causing envy)—The performance of my college team was *enviable*.

Envious (the feeling of envy, डाह)—A good man is not *envious* of the prosperity of his neighbours.

18. **Elemental** (relating to the elements, such as air, fire, etc.) The ship reached the shore in spite of *elemental* difficulties.

Elementary (primary, introductory)—*Elementary* education is now free in India.

19. **Formalism** (observance of external forms)—We should give up the *formalism* of religions.

Formality (formal or ceremonial act)—A thanksgiving ceremony is often a mere *formality*.

20. **Ghastly** (fearful)—I trembled at the *ghastly* sight.

Ghostly (relating to ghost—भूत-प्रेत-जैसा)—The *ghostly* figure in the dark was a creation of my own brain.

21. **God-like** (above ordinary mortals)—An act of charity is *god-like*.

Godly (religious, virtuous)– Vinoba Bhave leads a *godly* life.

22. **Graceful** (handsome)—Cleopatra had a *graceful* appearance.

Gracious (merciful)—God save our *gracious* President !

23. **Honorary** (holding office without pay, conferred as an honour)—He got an *honorary* degree. The post of the Secretary is *honorary*.

Honourable (worthy of honour)—Pandit Nehru was an *honourable* man.

24. **Human** (belonging to mankind)—Struggle for existence is deeply rooted in *human* nature.

    Humane (kind)—We must adopt a *humane* attitude towards animals.

25. **Humiliation** (loss of prestige, dishonour, अपमान)—He suffered great *humiliation* as a result of his failure.

    Humility (politeness, नम्रता)—Right type of education produces *humility* in students.

26. **Imaginary** (unreal, fanciful)—The equator is an *imaginary* line.

    Imaginative (having creative imagination)—No poet can be great without *imaginative* power.

27. **Industrious** (laborious, active)—There is nothing impossible for an *industrious* man.

    Industrial (relating to commerce and industry)—Bombay is an *industrial* town.

28. **Judicial** (impartial, pertaining to a judge or court of law)—A *judicial* enquiry has been recommended.

    Judicious (wise, sensible)—A *judicious* selection of books is essential to success.

29. **Lovable** (worthy of love, that which should be loved)—He has many *lovable* qualities.

    Lovely (nice, beautiful)—Rose is a *lovely* flower.

30. **Luxuriant** (having rich growth)—Castor oil helps *luxuriant* growth of hair.

    Luxurious (having much of comfort and luxury)—The Zamindars led a *luxurious* life before Zamindari abolition.

31. **Memorable** (worth remembering)—The 26th of January is a *memorable* day in India.

    Memorial (a statue etc. which helps us remember something or somebody)—The Taj Mahal is a *memorial.*

32. **Momentous** (very important)—The first battle of Panipat was a *momentous* event in the history of India.

    Momentary (short-lived)—Physical comforts give only *momentary* pleasure.

33. **Negligent** (careless)—A great man is *negligent* about his dress.

    Negligible (extremely unimportant or small)—The difference between the head-examiner and the co-examiner in marking is *negligible.*

34. **Observation** (the act of watching closely, making a remark)—*Observation* is an important source of knowledge. He made a significant *observation* in his speech.

Observance (keeping rules and rites strictly)—A superintendent of examinations must be strict in the *observance* of all the rules of examinations.

35. **Official** (as a noun means an 'officer', and as an adj. means 'connected with an office')—All the *officials* have some *official* secrecy.

Officious (interfering, too ready to offer help that is not wanted)—His *officious* manner is simply disgusting.

36. **Pitiable** (creating or arousing pity)—The victims of the flood are in a *pitiable* condition.

Pitiful (feeling pity)—God cannot be *pitiful* if you are not merciful to your neighbours.

Piteous (miserable)—Her *piteous* cry attracted a big crowd.

37. **Practical** (opposed to what is merely theoretical)—*Practical* classes will be started soon.

Practicable (possible, that which can be performed)—The scheme of Three-year Degree Course is not *practicable*.

38. **Popular** (having the quality to please)—Browning was a great poet but not a *popular* poet.

Populous (thickly populated)—China is a *populous* country.

39. **Refuge** (shelter)—Refugees have found no *refuge* as yet.

Refuse (i) as a Verb means 'not to accept' and (ii) as a Noun means 'worthless materials, rubbish' etc.—He *refused* to lend me a book. The vast heaps of *refuse* could not be cleared in a day.

40. **Sensible** (having sense and reason)—Every *sensible* man can follow such a *sensible* suggestion as yours.

Sensitive (touchy, easily affected)—A *sensitive* person is pleased or displeased too quickly.

41. **Sensuous** (capable of affecting the senses)—The poetry of Keats is *sensuous*.

Sensual (is used in a bad sense and means 'indulging in bodily pleasures')—Sensual men lose both health and wealth.

42. **Social** (relating to society or small group)—A lot of *social* reforms are necessary.

Sociable (fond of society or company)—Government servants should now be *sociable*.

43. **Spirituous** (pertaining to alcohol)—The Government is now discouraging *spirituous* drinks.

Spiritual (opposed to material; pertaining to soul or spirit)—Material progress at the cost of *spiritual* progress is harmful.

44. **Temporal** (opposed to eternal and spiritual)—The lust for *temporal* power is at the root of all conflicts.

Temporary (short-lived)—I cannot accept a *temporary* job.

45. **Union** (act of uniting)—A worker's *union* has been formed.
Unity (oneness)—Hindu-Muslim *unity* is essential.

46. **Willing** (ready without hesitation)—I am *willing* to help you.

Wilful (deliberate, conscious)—Acts of *wilful* negligence will ruin your career.

47. **Womanly** (is used in a good sense and means 'tender', 'affectionate' 'that which is worthy of a woman')—The *womanly* qualities of Lady Macbeth could not remain suppressed.

Womanish (is used in a bad sense and means 'weak and cowardly') —It is *womanish* on a soldier's part to leave the battlefield.

48. **Verbal** (relating to words, oral)—*Verbal* orders for firing were given.

Verbose (having too many words, having more words than necessary)—His early style is *verbose*.

HOMONYMS

Such words as have the same form but different meanings are called HOMONYMS. Homonyms, strictly speaking, are separate words that are identical in form but different in meaning. For example, '*pole*' which means a 'stake' or 'shaft' is an English word and '*pole*' which means 'the terminal point of axis' is of Greek origin. But, broadly and loosely speaking, Homonyms are all those words that have the same form but different meanings. The following list is only a small part of hundreds of Homonyms—

1. **Arms**—His *arms* (बांह) are broken. India is receiving *arms* (अस्त्र-शस्त्र) from America.
2. **Bat**—A *bat* (चमगादड़) becomes blind during day. I hit the ball with my *bat* (डंडा).
3. **Band**—This is a nice *band* (दल) of musicians. The military *band* (बाजा) is playing national anthem.

4. **Bar**—He drinks every evening at the local *bar* (शराबखाना). The *Bar* (वकील, बैरिस्टर) and the Bench are not on good terms. I have crossed the *bar* (बाधा, रुकावट). The window *bars* (छड़) were broken. The criminals were put behind the *bars* (कैदियों के खड़े होने का स्थान, जेल). Have you ever tasted the *bar* (एक प्रकार की समुद्री मछली) ?

5. **Base**—He is very mean and *base* (नीच). The *base* (नींव) is too weak.

6. **Become**—He *becomes* angry. It does not *become* (शोभा देना) you.

7. **Bridge**—Do you play *bridge* (एक प्रकार का ताश का खेल) ? There is a *bridge* (पुल) across the river.

8. **Bear**—It is a Russian *bear* (भालू). I cannot *bear* (सहना) this loss. The tree *bears* (पैदा करना) sweet fruit.

9. **Bore**—He *bore* (सहा) his losses calmly. He *bores* (छेद करना) a hole in the wall. You are a *bore* (बकवास से जी उबा देने वाला) in our company.

10. **Board**—He gets free *board* (भोजन) and lodging in the college hostel. This factory is managed by a *board* (मंडल, काउन्सिल) of directors. When do you *board* (चढ़ना) the train today ? The black-*board* (श्यामपट) is now almost white. This card-*board* (कूट, गत्ता) is quite thick.

11. **Can**—*Can* you do it ? It is a milk *can* (बर्तन).

12. **Cat**—I love my *cat*. They were whipped with a *cat* (कोड़ा या चाबुक) for criminal offences.

13. **Capital**—Patna is the *capital* (राजधानी) of Bihar. I lost not only the interest but also the *capital* (मूलधन). He was awarded *capital* punishment (मृत्युदण्ड).

14. **Certain**—It is not *certain* (निश्चित) whether he will come. There lived a hermit in a *certain* (किसी, अनिश्चित) village.

15. **Charge**—How much do you pay as food *charge* (मूल्य) ? There is a serious *charge* (दोषारोपण) against him.

16. **Close**—Please *close* (बन्द करना) the door. He is my *close* (नजदीकी, निकट का) relation.

17. **Composed**—He remained calm and *composed* (अविचलित) even in the teeth of difficulties. Keats has *composed* (रचा) this poem.

18. **Correspond**—This *corresponds* (मिलता-जुलता है) to that. I do not *correspond* (पत्र-व्यवहार करना) with him these days.

19. **Contract**—The *contract* (करार, ठीका) is now broken. Almost every thing *contracts* (सिकुड़ना) in winter.

20. **Country**—Our *country* (देश) is passing through a crisis. He is a *country* (देहाती) doctor. Do you like *country* (देशी) wine ?

21. **Credit**—The goods were suppliod on *credit* (उधार). It is to his *credit* (गुण). Please *credit* (जमा करना) this amount to my account.

22. **Cricket**—Do you play *cricket* (एक प्रकार का खेल) ? Keats found beauty even in a *cricket's* (झींगुर, एक प्रकार का कीड़ा) music.

23. **Custom**—All old *customs* (प्रथा) are not bad. The officer failed to collect all the *customs* (कर, टैक्स).

24. **Date**- What is your *date* (तारीख) of birth ? Do you like the taste of *date* (खजूर) ?

25. **Dear**—Foodstuff is rather *dear* (महँगा) these days. He is very *dear* (प्यारा) to me.

26. **Down**—The signal is *down* (नीचे). It is as light as *down* (कोमल रोआँ). Even these lonely *downs* (खुला तथा ऊँचा धरातल; पठार) look lovely today.

27. **Exact**—Give me the *exact* (ठीक-ठीक) time of your arrival. Officers *exact* (बलपूर्वक वसूल करना) payment of loans from poor farmers.

28. **Fast**—It is a *fast* (पक्का) colour. I observe *fast* (उपवास) today. Your watch is too *fast* (तेज).

29. **Fair**—Have you ever been to the Sonepur *fair* (मेला) ? He writes a *fair* (साफ) hand. His complexion is *fair* (गोरा). It is not a *fair* (अच्छा) business.

30. **Fit**—He is not *fit* (योग्य) for this post. She fell into a *fit* (मूर्च्छा).

31. **Fix**—I am in a *fix* (उधेड़-बुन). Please *fix* (मजबूत करना, स्थिर या निश्चित करना) your attention upon this object.

32. **Fine**—It is a *fine* (सुन्दर, अच्छा) poem. He had to pay a *fine* (जुर्माना) of Rs. 5/ .

33. **Firm**—I am *firm* (दृढ़, स्थिर) in my view. This *firm* (दूकान, कम्पनी) is making a rapid progress.

34. **Fly**—Birds *fly*, but man cannot. Don't kill this poor *fly* (मक्खी).

35. **Ground**—The *ground* (जमीन) is slippery. He was granted help on the *ground* (कारण) of poverty.

36. **Hang**—He *hangs* criminals (फाँसी पर लटकाना). She *hangs* pictures (दीवाल पर लटकाना).

37. **Hand**—A man has two *hands* (हाथ). How many *hands* (नौकर, कर्मचारी) are required in your department ? Neither *hand* (सूई) of my wrist-watch moves.

38. **Hide**—Why do you *hide* (छिपाना) yourself ? This *hide* (चमड़ा) is too coarse.

39. **Hood**—The *hood* (गाड़ी का टप) of my jeep is new. He is still in boy*hood* (बालपन). The *hood* (साँप का फण) of this cobra is terrible. A graduate wears *hood* (एक प्रकार का वस्त्र या टोपी जो उपाधि-ग्रहण के अवसर पर पहनी जाती है) and gown on the occasion of university convocation.

40. **Import**—The *import* (आयात) of food from America costs us much. The *import* (अभिप्राय, अर्थ) of his speech is not very clear.

41. **Interest**—What is the rate of *interest* (सूद) ? I do not take *interest* (रुचि) in games.

42. **Industry**—*Industry* (परिश्रम) and intelligence must go hand in hand. It is an iron and steel *industry* (कारखाना).

43. **Issue**—She is my first *issue* (संतान). It is an important *issue* (समस्या, घटना). Who will *issue* (निकालना) this notice ?

44. **Just**—He is perfectly *just* (ईमानदार). He has reached here *just* (ठीक) now.

45. **Kite**—Boys are flying *kites* (पतंग, गुड्डी). *Kites* (चील) are devouring the dead body.

46. **Lie**—He *lies* (लेटना) quietly in his bed Do not tell a *lie* (झूठ).

47. **Like**—I do not *like* (पसन्द करना) this picture. Ram is *like* (समान) Shyam.

48. **Light**—The *light* (रोशनी) is dim. The load is rather *light* (हलका).

49. **Lead**—Who will *lead* (नेतृत्व करना) the procession ? *Ledd* (राँगा, सीसा) is very heavy.

50. **Long**—It is very *long* (लम्बा). I *long* (इच्छा करना) to see him.

51. **Low**—The roof is too *low* (नीचा). Cow *low* (बोलना, डकरना).

52. **Matter**—What is the *matter* (बात, विषय)? *Matter* (पदार्थ) is perishable.

53. **Mean**—What does it *mean* (अर्थ होना)? He is very *mean* (नीच). It is a golden *mean* (मध्यवर्त्ती, औसत).

54. **Minute**—Wait a *minute* (मिनट). He gave *minute* (बारीक) details of the incident.

55. **Mole**—A *mole* (छछूँदर) gives out foul smell. There is a *mole* (तिल, काला मस्सा) on her cheek.

56. **Move**—Please *move* (हिलाना) it. Who will *move* (पश करना) this resolution? Her tears *moved* (द्रवित करना) me at once. Asia is on the *move* (प्रगति, क्रान्ति, परिवर्तन).

57. **Object**—A transitive verb has an *object* (कर्म). It is an *object* (विषय, कारण) of envy. He clearly explained his aims and *objects* (उद्देश्य). I do not *object* (विरोध करना) to your plan.

58. **Present**—He is *present* (हाजिर) here. I gave him several *presents* (उपहार).

59. **Patient**—He is a T. B. *patient* (रोगी). Be *patient* (शान्त, स्थिर, धैर्यपूर्ण) for some time more.

60. **Pole**—The North *Pole* (ध्रुव) is too cold. It is a bamboo *pole* (खंभा). He is a *Pole* (पोलैंड का निवासी).

61. **Right**—You are *right* (ठीक). It is my *right* (दाहिना) hand. A citizen has several *rights* (अधिकार).

62. **Rest**—I must take *rest* (आराम) now. *Rest* (बाकी) is O. K. A house *rests* (टिकना, स्थिर रहना) on poles and pillars.

63. **Reel**—Please wind this thread on a *reel* (धागा या तार लपेटने की रोल). His head *reels* (चक्कर खाना).

64. **Save**—Please *save* (रक्षा करना) me. All have left *save* (अलावा) and except Ram.

65. **Set**—I gave him a *set* (समुदाय, संग्रह) of books. The sun *sets* (डूबना) in the west. All the questions have been *set* (चुनना). A costly stone has been *set* (जड़ना) on my ring.

66. **Second**—I will wait even for a *second* (सेकण्ड). Is she your *second* (दूसरी) wife? I *second* (समर्थन करना) this proposal.

67. **Sentence**—It is a negative *sentence* (वाक्य). He is *sentenced* (दंडित होना) to death.

68. **Sole**—A thorn pierced into my *sole* (तलवा). The *sole* (जूते का तल्ला) of my shoe has rubbed out. Man is the *sole* (एकमात्र, अकेला) judge of truth.

69. **Sort**—What *sort* (तरह) of man is he ? The postman *sorts* (अलग-अलग करना, छांटना) out letters.

70. **Subject**—A finite verb agrees with its *subject* (कर्त्ता). The king did not care for his *subject* (प्रजा). What is the *subject* (विषय) of your speech ? The price of the book is *subject* (आश्रित, निर्भर) to changes from time to time.

71. **Suit**—I have a woollen *suit* (सूट). This does not *suit* (शोभा देना, अच्छा लगना) you. This programme does not *suit* (अनुरूप होना) me. It is a civil *suit* (मुकदमा).

72. **Top**—Boys like to spin a *top* (लट्टू). He is standing at the *top* (चोटी) of a hill. You will *top* (सबसे आगे बढ़ जाना) the list of successful candidates.

73. **Too**—It is *too* (उचित से अधिक) hot. He, *too* (भी), will join us.

74. **Trumpet**—The *trumpet* (तुरही, एक प्रकार का बाजा) has inspired our soldiers. Elephants *trumpet* (चिग्घाड़ना).

75. **Void**—Dr. Rajendra Prasad's death has created a *void* (शून्य स्थल) in our public life. The law is now null and *void* (बेकार).

76. **Well**—It is a deep *well* (कुआं). I am all *well* (स्वस्थ). I have done *well* (अच्छा, सफलतापूर्वक). Water is *welling* up (निकलना). *Well* (अच्छा), I will see to it.

77. **Will**—Who *will* go ? God *willed* (इच्छा करना) that man should die. He left a *will* (वसीयतनामा) behind his death.

78. **Wind**—The *wind* (हवा) is blowing hard. Please *wind* (चाभी देना) the watch. Let us now *wind* up (समेटना. बन्द करना) the discussion.

79. **Word**—Proper use of *word* (शब्द) is essential for good style. He sent me *word* (संदेश) that he would come. He gave me *word* (जबान, वादा) that he would help me. He does not obey my *word* (कहना).

HOMOPHONES

Such words as are similar in look or sound but different in meaning are called HOMOPHONES; e.g. Birth and Berth, Beach and Beech. The following list of Homophones deserves special attention—

1. **Access** (reach)—Students should have *access* to their teachers.
   Excess (too much)—*Excess* of everything is bad.

2. **Accept** (take)—He *accepted* with thanks some humble presents from me.

Except (excluding)—None could compete *except* him.

3. **Accident** (a mishap, दुर्घटना)—Road *accidents* are common to-day.

Incident (an event, घटना)—A great man's life is full of important *incidents*.

4. **Adapt** (adjust, suit)—Education helps us *adapt* ourselves to even unfavourable circumstances.

Adept (expert, skilful)—Hitler was an *adept* in the art of public speaking.

Adopt (choose)—One must always *adopt* right means.

5. **Advice** (a piece of opinion—Noun)—I gave him a piece of *advice*.
Advise (to give opinion—Verb)—I *advised* him to read this book.

6. **Affect** (pretend, influence)—The criminal *affected* (pretended) madness. This simple failure should not *affect* (influence) your career.

Effect ('result' if used as a Noun and 'to bring about' if used as a Verb)—Every *effect* must have its cause. Mahatma Gandhi *effected* great political and social reforms.

7. **Altar** (a place for offerings in a temple or church, बलिवेदी)—Several goats were sacrificed at the *altar*.

Alter (change)—Nothing can *alter* my opinion now.

8. **Allusion** (indirect reference)—In this poem there is an *allusion* to Gandhiji's death.

Illusion (deceptive appearance, भ्रम, माया)—Some philosophers regard the world as an *illusion*.

9. **Apposite** (suitable, proper)—The remarks of the Prime Minister on the defects of the present system of education were *apposite*.

Opposite (contrary, quite different)—Your opinions are *opposite* to mine.

10. **Avocation** (secondary occupation, गौण पेशा)—My *avocation* is painting.

Vocation (regular profession, पेशा)—Your *vocation* is teaching.

11. **Bare** (uncovered, खाली)—It is not safe to walk *bare* foot.

Bear (tolerate)—I cannot *bear* such insults.

12. **Birth** (coming into life)—What is your date of *birth* ?

    Berth (a seat in a cabin or carriage)—I have reserved a *berth* in a first class compartment.

13. **Bridal** (relating to marriage)—A *bridal* ceremoney should be simple.

    Bridle (rein etc , लगाम आदि)—The new *bridle* has been put on the horse.

14. **Board** (a piece of wood etc.)—This is a card *board*.

    Bored (felt tired and dull)—His talks *bored* me.

15. **Border** (edge)—The *border* of the sari is fine.

    Boarder (one who lives with somebody)—He is a *boarder* of his hostel.

16. **Canvas** (rough cloth of hemp or flax)—My shoe is made of *canvas*.

    Canvass (solicit votes or some favour)—A candidate for the Assembly has to *canvass* for votes from door to door.

17. **Casual** (accidental, occasional, आकस्मिक)—*Casual* leave to teachers is granted by the Principal.

    Causal (having the relation between cause and effect)—There is no *causal* relation between wealth and happiness.

18. **Check** [(i) restrain or prevent, (ii) test]—I cannot *check* him from smoking. I have *checked* (tested or examined) all accounts.

    Cheque (a written order to bank for money)—He was paid by *cheque*.

19. **Cession** (surrender of something or transfer of a territory)—The *cession* of a part of West Bengal has been demanded by Pakistan.

    Session (a term or period)—The college *session* has started.

    Cessation (stopping)—The U. N. O. is trying hard for the *cessation* of armed conflict in the Congo.

20. **Coarse** (rough)—I cannot wear *coarse* cloth.

    Course (line of action)—I do not know which *course* to adopt.

21. **Cease** (to stop)—Rain has *ceased*.

    Seize (to take possession)—Stolen articles were *seized*.

22. **Corpse** (dead body)—The *corpse* was covered with flowers.

    Corps (a body of troops)—The National Cadet *Corps* is doing much service.

23. **Complement** (that which completes)—Milk is a good *complement* of our diet.

Compliment (regards, courtesy)—Pay my best *compliments* to mother.

24. **Conscious** (aware)—I am *conscious* of my duties.

Conscientious (honest obedient to one's conscience) –It is only a *conscientious* worker who always does his duties.

25. **Credible** (believable)—The news is too good to be *credible.*

Creditable (worthy of praise and honour)—Your performance at the examination is really very *creditable.*

Credulous (ready to believe easily)—*Credulous* persons fall victims to cheats.

26. **Council** (a group of men to give advice)—The *council* of ministers has taken this decision.

Counsel (advice)—He was given a *counsel* to keep off bad days.

27. **Defy** (challenge)—He dare not *defy* my orders.

Deify (to worship as a god)—Mahatma Gandhi is now *deified* by the Indians.

28. **Descent** (downward slope)—This hill has a sharp *descent.*

Dissent (differ)—I *dissent* from you on several points.

Decent (proper)—A student's manner must always be *decent.*

29. **Diseased** (suffering from a disease)—The milk of a *diseased* cow is harmful.

Deceased (dead)—The *deceased* has left his will.

30. **Draught** (the quantity of liquid drunk at a time, current of air)—The thirsty beggar is crying for a *draught* of water. If you sit in *draught*, you will fall ill.

Drought (want of rain)—Bihar is very often visited by serious *droughts.*

Draft (to draw up a rough sketch, प्रारूप)—I have to *draft* all the letters. The *draft* of the letter has been approved.

31. **Dual** (divided into two)—There is *dual* control over this house.

Duel (fight between two)—A *duel* between Ram and Shyam took place last month.

32. **Eminent** (prominent, famous)—Newton was an *eminent* scientist.

Imminent (impending, about to happen) —Mr. Shastri is sure that war is not *imminent.*

33. **Emigrant** (a man who leaves his country and settles in another)—He is an *emigrant* from Pakistan.

Immigrant (a man who comes to live in a foreign country)—In India all the *immigrants* enjoy the rights of a citizen.

34. **Eligible** (fit to be chosen)—Persons holding at least a second class Master's Degree are *eligible* for lectureship.

Illegible (that which cannot be read)—*Illegible* handwriting is a very great defect for a writer.

35. **Elicit** (to draw out by question and answer)—The police succeeded in *eliciting* some necessary information.

Illicit (unlawful)—He was charged with *illicit* sale of opium.

36. **Eruption** (bursting up)—Volcanic *eruptions* in Japan are common.

Irruption (sudden invasion)—The *irruption* of the Chinese into Indian borders was condemned by almost all the nations of the world.

37. **Fair** [(i) just, (ii) a show]—All's *fair* in love and war. The Sonepur *fair* is very famous.

Fare (passage money)—What is the train *fare* from Gopalganj to Patna ?

38. **Gate** (door)—The *gate* is closed.

Gait (manner of walking, चाल)—She has a charming *gait*.

39. **Gamble** (play for stakes, money)—*Gambling* has ruind many rich men.

Gambol (to play or dance about, फुदकना)—Young lambs are *gambolling* on the green.

40. **Hoard** (to store)—A miser does nothing but *hoard* money.

Horde (a gang)—A *horde* of tribesmen have attacked the Indian borders.

41. **Ingenious** (clever, skilful)—Robinson Crusoe was an *ingenious* person.

Ingenuous (frank and simple)—An *ingenuous* person is liked everywhere.

42. **Jealous** (envious)—A *jealous* person has no peace of mind.

Zealous (full of enthusiasm, जोश और उमंग से भरा हुआ)—Mr. Nehru, was a *zealous* reformer.

43. **Knows** (to know)—He *knows* me.

Nose (an organ of smell)—His *nose* is red.

44. **Later** (more late in time)—He came *later* than I.
Latter (opposed to former)—Keats and Shelley are great poets but the former is greater than the *latter*.

45. **Loose** (as an Adj. 'not tight', as a Verb 'to release')—Your coat is *loose*. It is not safe to let *loose* this wild dog.
Lose (suffer loss)—A liar has to *lose* much.

46. **Lessen** (to make less)—His importance has been *lessened*.
Lesson (something to be learnt)—I taught him a *lesson*.

47. **Monetary** (relating to money)—Do not be guided by *monetary* motives.
Monitory (giving warning or advice)—We should respect the *monitory* counsel of our trusted friends.

48. **Mist** (water vapour in the air)—The hills were hidden in the *mist*.
Missed (failed to hit or catch)—I *missed* the bus.

49. **Persecute** (oppress, अन्यायपूर्ण ढंग से तंग करना)—Money-lenders still *persecute* simple villagers.
Prosecute [(i) to bring before a court, (ii) to pursue]—He was *prosecuted* on a charge of cheating. This boy is unable to *prosecute* his studies further.

50. **Place** (space)—He has an important *place* in the society.
Plaice (a flat fish)—I don't like the taste of *plaice*.

51. **Pray** (make devout request)—I *pray* to God every day.
Prey (victim)—Bihar has fallen a *prey* to flood and disease.

52. **Prescribe** (to give directions for the use of)—The doctor has *prescribed* very costly medicines. This book is *prescribed* for Intermediate and Degree Examinations.
Proscribe (to prohibit)—Indecent films should be *proscribed* by the Government.

53. **Precede** (to go before)—A storm is *preceded* by a peculiar lull.
Proceed (to go ahead, आगे बढ़ना)—He *proceeded* with a great work in spite of difficulties.

54. **President** (one who presides over a meeting)—The *President* spoke *very well*.
Precedent (that which goes before, a previous example for illustration)—The lawyer quoted several *precedents* on this point.

55. **Plane** [(i) level, (ii) a tool]—You must have a high *plane* of thinking. A carpenter smoothes wood with his *plane*.

Plain (simple, easy)—*Plain* living without high thinking is not a very helpful principle.

56. **Principal** (chief, head of a college, capital)—The *principal* streets were nicely decorated. The *principal* has granted me full free-studentship. The interest on the *principal* is low.

Principle (fundamental law or truth, सिद्धान्त)—Nobody today believes in the *principle* of 'might is right'. A man of *principle* often suffers but he does not give up his *principles*.

57. **Quite** (altogether)—It is *quite* impossible.

Quiet (silent)—The place is calm and *quiet*.

58. **Root** (part of plant in the soil)—The plant has taken *root*.

Rout (a way taken or planned)—I found a new *route* to the forest.

59. **Stationary** (Adj.—fixed) The earth is not *stationary*.

Stationery (Noun—writing materials—paper, envelopes, etc.)—Much *stationery* is wasted in offices these days.

60. **Stare** (to look fixedly)—He is *staring* at me.

Stair (fixed steps)—These *stairs* are slippery.

61. **Story** (an account of events)—He told me a *story*.

Storey (fioor in a building)—It is a house of two *storeys*.

62. **Symbol** (mark)—Whiteness is a *symbol* of parity.

Cymbol (a musical instrument)—The orchestra has a *cymbol*.

63. **Soldier** (member of an army)—One soldier was injured.

Shoulder (part of the body)—There is pain in his *shoulders*.

64. **Umpire** (a referee in a game of cricket)—No player can disobey the *umpire*.

Empire (dominion)—The British *Empire* has now become much smaller.

65. **Waive** (to forgo, छोड़ देना)—My claims were *waived*.

Wave—*Waves* are rising in the sea.

66. **Wait** (stay where one is)—Please *wait* here.

Weight (measurement by scale/balance)—My *weight* is sixty kilos.

EXERCISE

Make sentences with the following pairs of words –

cease—seize, stair—stare
root—route board—bored
wait—weight, advice—advise

List of Single-word Substitution

(A) *Single word for a group of words*

1. agenda—Items of business to be considered at a meeting.
2. aggressor—One who attacks first.
3. alien—One who lives in a country without citizenship.
4. anarchist—One who plans to destroy all governments.
5. arbitrator—One appointed by parties to settle disputes.
6. amateur—One who does something for pleasure.
7. autocracy—Government by one.
8. atheist—One who does not believe in the existence of God
9. antidote—A medicine to nullify (counteract) the effect of poison.
10. autobiography—The life-history of a man written by himself.
11. bankrupt (insolvent)—Unable to pay one's debts.
12. bigot—One with narrow religious views.
13. bigamy—The state of having two wives or husbands at a time.
14. biography—The life-history of a person written by another.
15. bilingual—One who speaks two languages.
16. brittle—That which can be easily broken.
17. bureaucracy—Government by officials.
18. cannibal—One who eats human flesh.
19. credulous—One who easily believes.
20. colleagues –Those who work in the same department or office.
21. catalogue—List of books or other articles.
22. carnivorous—Eater of flesh.
23. celibacy—The state of being without wife.
24. circumlocution—A round-about way of writing or speaking.
25. cemetery—A place of burial.
26. contemporary—Living in the same age (one who lives at the same time as another).
27. cosmopolitan—Of or different parts of the world.
28. democracy—Government by the representative of the people.
29. diplomacy—The art practised by statesmen.
30. drought—Want of rain.

31. emigrant—One who leaves one's country to settle elsewhere.
32. epidemic—A disease that spreads over a large area.
33. egoist—A man who thinks only of himself.
34. edible—That which is fit to be eaten.
35. extempore—Speech without any preparation.
36. exchange —Giving and receiving.
37. efficacious—That which produces the desired effect.
38. fastidious—Hard to satisfy one's taste.
39. fatalist—One who believes in fate.
40. fratricide—Killing of one's brother.
41. foreigner—A man residing in a country of which he is not a citizen.
42. honorary—An office without pay.
43. homicide—killing of a man.
44. herbivorous—Animals living on herbs.
45. invisible—That which can't be seen.
46. inaudible That which can't be heard.
47. illegible—That which can't be read.
48. ineligible—Not qualified to be elected or selected under rules.
49. invincible—That which can't be conquered.
50. inaccessible—That which can't be approached.
51. inexplicable—That which can't be explained.
52. incorrigible—That which can't be corrected.
53. inimitable—That which can't be imitated.
54. indispensable—That without which one can't do.
55. indelible—That which can't be blotted.
56. inevitable—That which can't be avoided.
57. incurable—That which can't be cured.
58. incomparable—That which can't be compared.
59. inexhaustive—That which can't be exhausted.
60. inscrutable —That which can't be scrutinised.
61. indisputable—That which can't be disputed.
62. irrevocable—That which can't be changed.
63. irritable—Easily excited to anger.
64. irrelevant—That which is not to the point.
65. incredible—That which can't be believed.
66. infallible—That which never fails.
67. inflammable—Liable to catch fire easily.
68. insecticide—A medicine that kills insects.
69. invulnerable—That which can't be hurt.

70. inimitable—That which can't be imitated.
71. irrepressible—That which can't be checked.
72. insolvent—One who can't pay debts.
73. illegal—Against law.
74. illicit—A trade prohibited by law.
75. linguist—One who knows several languages.
76. matricide—Killing of one's mother.
77. martyr—One who dies for a noble cause.
78. migratory—A bird that comes and goes with seasons.
79. maiden speech—The first public speech
80. monogamy—The practice of having one wife.
81. misanthrope—A hater of mankind.
82. materialistic—An attitude that measures everything in terms of matter.
83. matinee—A film show in the afternoon.
84. mercenary—The motive to earn money.
85. neurotic—One suffering from nervous disorder.
86. narcotic—A medicine that induces sleep.
87. notorious—Having a bad reputation.
88. obsolete—No longer in use.
89. optimist—One who looks at the bright side of life.
90. orator—One who makes an eloquent speech.
91. orphan—A child whose parents are dead.
92. omnipotent—One who is all-powerful.
93. omnipresent—One who is present everywhere.
94. omniscient—One who knows everything.
95. patricide—Killing of one's father.
96. patriot—One who has great love for one's country.
97. posthumous—Born after the father's death or published after the author's death.
98. patrimony—Property inherited from father and ancestor.
99. philanthropist—One who does good to mankind.
100. pessimist—One who looks at the dark side of life.
101. parasite—That which exists by living upon others.
102. post-mortem—Medical examination of dead body.
103. polygamy—practice of marrying more than one wife at a time.
104. panacea—Remedy for all diseases.
105. prodigal—One who wastes money.
106. popular—To be liked by everybody.
107. recluse—One who lives by alone and avoids people.

108. reticent—Reserved in speech.
109. regicide—Murder of a king.
110. somnambulist—One who walks in sleep.
111. somniloquist—One who talks in sleep.
112. sinecure—An office with no work but high pay.
113. soliloquy—The act of speaking aloud one's thought when alone.
114. unanimous—All of the same opinion.
115. unambiguous—Which is not vague.
116. unavoidable—Which can't be avoided.
117. unimaginable—Which can't be imagined.
118. unknowable—Which can't be known.
119. unthinkable—Which can't be thought of.
120. unreliable—Which can't be relied upon.
121. unbelievable—Which can't be believed.
122. unparalleled—Which has no parallel/match.
123. unusual—Which is not common.
124. unforeseen—Which is not seen before.
125. verbose—Which is full of words.
126. vegetarian—One who lives on vegetables.
127. veteran—One with long experience.
128. wardrobe—place where clothes are kept.
129. waterproof—That which can keep water out.
130 widow—A woman whose husband is dead.
131. widower—A man whose wife is dead.

EXERCISE

Give single words which mean the following—

1. That which can't be heard.
2. That which can't be believed.
3. That which can't be imitated.
4. That which can't be imagined.
5. That which can't be avoided.
6. That which can't be known.
7. That which can't be thought of.
8. That which is not vague.
9. One who lives on vegetables.
10. One who attacks first.

(B) Single word for a group of words

Single word	*Group of words*
1. athlete	a person good at running, jumping.
2. adversary	an opponent in a contest etc.
3. assailant	a person who attacks.
4. accomplishment	skill in social or domestic art.

	Single word	*Group of words*
5.	aspirant	a person who has ambition for fame.
6.	archaeology	study of ancient things.
7.	astronomy	science of the sun, moon, stars etc.
8.	abortion	a plan that fails to develop.
9.	anaesthetics	a substance producing loss of feelings.
10.	ague	malarial fever.
11.	administer	to put into operation.
12.	agony	deep physical/mental pain.
13.	amputation	cut off arm, leg etc. by surgery.
14.	authentic	known to be true.
15.	attuned	bring into agreement.
16.	abstruse	whose meaning is hidden.
17.	aver	to state positively.
18.	automatic	able to work without attention.
19.	autograph	one's own signature.
20.	barometer	an instrument to measure pressure of the atmosphere.
21.	balance	an apparatus for weighing.
22.	boggy	soft and wet land.
23.	baleful	which is evil/harmful.
24.	benediction	blessing given by a priest.
25.	blasphemy	contemptuous talk about sacred things.
26.	bodyguard	man guarding an important person.
27.	bias	leaning of the mind towards or away.
28.	boorish	ill-mannered.
29.	bully	to threaten those who are weaker.
30.	casual	happening by chance.
31.	campaign	planned activities for a purpose.
32.	censorship	to examine and cut out any thing immoral or undesirable.
33.	chloroform	a substance to make one unconscious.
34.	chop house	a cheap hotel serving chops etc.
35.	council	a group of persons to give advice.
36.	complaint	one who complains.
37.	courtesy	polite behaviour.
38.	conflict	in opposition to something.
39.	contrive	to find a way of doing something.
40.	convert	to change from one form to another.
41.	concerted	planned by two or more persons.

Single word	Group of words
42. coerce	compel to a course of action.
43. conditioned	subject to a specified condition.
44. conscientious	guided by one's sense of duty.
45. coordinate	to put into proper relation.
46. cultivate	to take care to develop.
47. curiosity	eagerness to know something.
48. cynicism	an attitude to see no good in anything.
49. detest	to hate strongly.
50. decision	settlement of a question.
51. descend	come down.
52. decade	period of ten years.
53. dismay	feeling of fear and disappointment.
54. diffuse	to spread over.
55. disaster	a great and sudden misfortune.
56. dissemination	to spread widely.
57. disavow	deny belief or knowledge of.
58. disbursement	paying out money.
59. disputant	one who argues.
60. distort	pull out of usual shape.
61. dogma	a belief accepted without question.
62. entourage	a circle of friends/attendants.
63. ecclesiastical	of the church or clergymen.
64. faint-hearted	lacking in courage.
65. fatal	ending in death or disaster.
66. features	prominent parts.
67. foment	cause disorder.
68. forum	a place for discussion.
69. frequenter	one who goes often to a place.
70. frivolous	not serious.
71. fuss	excitement about small things.
72. garbling	making unfair selection of facts to give false ideas.
73 genius	one having great creative or inventive capacity.
74. genuine	really what it is said to be.
75. giddiness	a feeling that every thing is turning round
76. glimpse	a quick, imperfect view.
77. gratuitous	done or obtained without payment.
78. hamper	to prevent free activity.
79. hatter	one who makes or sells hats.

Single word	*Group of words*
80. haughty	having a high opinion of oneself.
81. harmony	agreement of opinions/feelings etc.
82. healer	a person or thing that cures.
83. hen-pecked	ruled by one's wife.
84. heckle	interrupt and ask troublesome questions.
85. horizontal	parallel to the horizon.
86. impending	about to come or happen.
87. impulse	sudden mental instinct.
88. immortal	that which does not perish.
89. immobile	that which can't move.
90. indignant	angry at injustice.
91. investigate	enquire into something.
92. introspection	looking within oneself.
93. infatuation	foolish love.
94. inconsistent	not in agreement.
95. intensive	deep and thorough.
96. immense	very large.
97. integration	combining parts into a whole.
98. inhale	to breathe in.
99. implications	something hinted but not expressed.
100. interviewer	one who interviews.
101. inanimate	not living.
102. invocation	prayer to help.
103. jagged	having sharp projection.
104. justify	show that something is right.
105. laceration	tearing/injuring flesh or feeling.
106. lagoon	a self water lake.
107. lift	an apparatus for taking people up or down.
108. life buoy	a belt in the form of a ring.
109. leger-de-main	quick and clever tricks with hands.
110. legend	an old story handed down from the past.
111. legislate	to make laws.
112. lingua-franca	a common language over an area where there are several languages.
113. magnate	a person with power and position.
114. martyr	a person who dies or suffers for a cause.
115. malignant	having very harmful effect.
116. medial	situated in the middle.
117. messenger	a person carrying a piece of news.

	Single word	Group of words
118.	menu	a list of dishes at a meal.
119.	million	ten lacs.
120.	misogynist	a hater of women.
121.	milky way	a luminous band of stars.
122.	museum	a place where rare objects are displayed.
123.	musty	stale or out of date.
124.	mutability	likely to change.
125.	normal	in agreement with what is regular or usual.
126.	organizer	a person who arranges things.
127.	organism	a system with parts dependent upon each other.
128.	ostrich	a fast running bird unable to fly.
129.	panegyric	a piece of writing in praise of.
130.	paradise	a place of perfect happiness.
131.	paralysed	made utterly helpless/powerless.
132.	pellets	small balls of some material.
133.	pining	strong desire.
134.	perpetual	never ending.
135.	perspective	relation between different aspects of a thing.
136.	persistence	refusal to make any change.
137.	perseverance	constant effort to achieve something.
138.	perversion	change to something abnormal.
139.	ploughed	rejected in an examination.
140.	precede	to come or go before.
141.	prolific	producing a lot of books or other things.
142.	planet	a heavenly body.
143.	property	things owned/possessed.
144.	punctilious	very careful about details of conduct.
145.	putty	soft paste for fixing glass in frames.
146.	pulsation	beating of the heart.
147.	pyramid	a structure with a square on triangular base and sloping sides.
148.	quest	search for something.
149.	rare	not common.
150.	random	without any aim.
151.	radiation	sending out of energy, heat etc. in rays.
152.	recollect	call back to the mind.
153.	reservoir	a place where water is stored.
154.	remonstrate	to make a protest
155.	reproduce	to bring about a natural increase.

	Single word	*Group of words*
156.	reconcile	to bring about harmony/agreement.
157.	retaliate	to return the same sort of ill-treatment.
158.	recess	a secret place difficult of access.
159.	reminiscences	remembered experiences of the past.
160.	sceptical	inclined not to believe.
161.	sensitive	receiving impressions quickly.
162.	sensational	causing a quick and excited reaction.
163.	self-denial	going without things one would like to have.
164.	solicitous	anxious to help or serve somebody.
165.	sonorous	having a full, deep sound
166.	slaughter-house	a place where animals are killed for food etc.
167.	slip-shod	written very carelessly.
168.	spasm	sudden tightening of muscles.
169.	spectacle	something remarkable taking place before the eyes.
170.	spikes	pointed piece of metal.
171.	stimuli	something that rouses or quickens thought and feelings.
172.	stimulant	something that increases physical or mental activity.
173.	stretches	unbroken period of time or place.
174.	stammering	speaking and repeating haltingly.
175.	subserve	serve as a means in helping a purpose.
176.	subvert	overthrow by weakening people's belief.
177.	subtle	difficult to describe because fine and delicate.
178.	supple	easily bending, not stiff.
179.	suite	a set of rooms.
180.	symptomatic	serving as a sign or indication of something.
181.	titillate	to excite pleasantly.
182.	timidity	easily frightened.
183.	tide	rise and fall in the level of the sea.
184.	tendentious	speech or writing with a purpose not impartial
185.	torch-bearer	one who gives knowledge and enlightment.
186.	theological	concerning religious faith of small value.
187.	trifle	a thing/event of little value.
188.	trip	a pleasure excursion.
189.	transplant	to take up plants with their roots and plant in another place.

Single word	*Group of words*
190. transfixed	unable to move, speak and think.
191. turquoise	colour of a greenish blue stone.
192. unleash	to let go from control.
193. undulation	wave-like motion or form.
194. venture	a risky undertaking.
195. verdict	decision given after cool consideration.
196. vivid	clear and distinct.
197. virulent	poisonous, of ill-feeling.
198. violence	use of force.
199. wisdom	quality of having knowledge and experience.
200. whisper	to speak using the breath but no sound.
201. wholesome	favourable to one's health.

EXERCISE

Match the words under **A** *with the meanings under* **B**

A	B
martyr	a hater of women
council	use of force
hatter	a thing of little value
entourage	a common language over an area
messenger	one who makes/sells hats
trifle	one who lives on vegetables
lingua-franca	a circle of friends/attendants
vegetarian	one who gives knowledge.
violence	one who carries a message.
torch-bearer	a group of persons to give advice
misogynist	one who dies or suffers a lot for a noble cause

THE SAME WORD USED AS DIFFERENT PARTS OF SPEECH

(A)

Above— Rain drops from *above*. (N)
Kites fly *above* like birds. (Adv.)
It is hanging *above* my head. (Prep.)

After— I believe in *after*-life. (Adj.)
He reached long *after*. (Adv.)
He came *after* me. (Prep.)
I will go *after* he has returned. (Conj.)

All— *All* is lost now. (N.)
I had many friends but *all* have left me now. (Pron.)
All men are mortal. (Adj.)
I am *all* well now. (Adv.)

Any— Have you *any* money ? (Adj.)
I do not believe *any* of these boys. (Pron.)
I cannot stay here *any* longer. (Adv.)

As— This is the same *as* mine. (Pron.)
As he was poor, I helped him. (Conj.)
Please see me *as* early as possible. (Adv.)

Before— He helped me as *before*. (Adv.)
He stood *before* me. (Prep.)
I will go *before* you come back. (Conj.)

Better— Ram is *better* than Shyam. (Adj.)
I feel *better* today. (Adv.)
You should obey your *betters*. (N.)

Both — *Both* of you are right. (Pron.)
Both the books are good. (Adj)
Both Ram and Shyam are good boys. (Conj.)

But— There is no mother *but* loves her child. (Pron.)
'*But* me no *buts*.' ('But' is a Verb and 'buts' is a Noun.)
He saw me *but* once. (Adv.)
I tried *but* failed. (Conj.)
None *but* graduates should apply. (Prep.)

Down— Even these barren *downs* look lovely. (N.)
I will catch the *down* train. (Adj.)
Failures should not *down* your spirits. (V.)
He came *down* quickly. (Adv.)
The boat went *down* the river. (Prep.)

Either— There are trees on *either* side of the road. (Adj.)
Either of you is wrong (Pron.)
Either he or I will go there. (Conj.)

Enough—He has had *enough* of pleasure. (N.)
I have eaten *enough* bread. (Adj.)
He is kind *enough* to help me. (Adv)

Half— *Half* of the course is unfinished. (N.)
Charity is *half* way to heaven. (Adj.)
He is *half* alive and half dead. (Adv.)

Little— Great men want but *little* for themselves. (N.)
Let me take a *little* rest. (Adj.)
I am a *little* tired. (Adv.)

Many— *Many* of my friends have come. (N.)
Many will cheat you. (Pron.)
Many men are good. (Adj.)

More— *More* has been said than was meant (N.)
More help is needed. (Adj.)
It is *more* useful than that. (Adv.)

Much— I cannot give you *much* at present. (N.)
I haven't *much* money. (Adj.)
I feel *much* better today. (Adv.)

Neither—*Neither* of them is right. (Pron.)
Neither team could score a goal. (Adj.)
Neither you nor he came in time. (Conj.)

Near— Please come *near*. (Adv.)
There is a road *near* my house. (Prep.)
He is my *near* relation. (Adj.)
We are *nearing* the station (V.)

Need— I am in urgent *need* of money. (N.)
He *need* not write any more. (V.)
He must *needs* do it at once. (Adv.)

No— The *noes* should raise their hands. (N.)
No man is perfect. (Adj.)
He is *no* wiser than his son. (Adv.)

None— *None* is here. (Pron.)
Remedy there is *none*. (Adj.)
He harms me but I help him *none* the less. (Adv.)

One— I have only *one* friend. (Adj.)
One should mind *one's* own duty. (Pron.)

Only— He is the *only* son of his father. (Adj.)
He died *only* yesterday. (Adv.)
Do what you like; *only* do not vex me. (Conj.)

Round— I have a *round* table. (Adj.)
The police officer is on his daily *round* of duty. (N.)
Who first *rounded* the Cape of Good Hope ? (V.)
The wheel goes *round* and *round*. (Adv.)
The earth moves *round* the sun. (Prep.)

Since— He has been absent *since* Monday. (Prep.)
Four years have passed *since* I came here. (Conj.)
I first saw him ten years ago and have remembered him ever *since*. (Adv.)

Such— He is not *such* a good man as I expected. (Adj.)
If you are my friend, I will treat you as *such*. (Pron.)

That— *That* book is mine. (Adj.)
This is the book *that* I bought yesterday. (Pron.)
He labours hard *that* he may pass. (Conj.)

Than— I love you more *than* he. (Conj.)
I can read any book other *than* that. (Prep.)

The— *The* sun has set. (Article.)
The higher we go, *the* cooler it is. (Adv.)

Well— There is a *well* near my house. (N.)
I have done *well*. (Adv.)
You are a good boy, *well* I will help you. (Conj.)

What— *What* is there ? (Pron.)
What book is that ? (Adj.)
What with merit and *what* with labour, he rose very high in life. (Adv.)

While— I read the book for a long *while*. (N.)
He was attacked *while* asleep. (Adv.)
Make hay *while* the sun shines. (Conj.)
You should not *while* away your time. (V.)

Why— *Why* did you do so ? (Adv.)
I do not know *why* he does not write to me. (Conj.)
I do not know the *whys* and wherefores of this issue. (N.)

(B)

Air— We cannot live without *air*. (N)
We should *air* our woollen clothes from time to time. (V.)

Arm— He lost his left *arm*. (N.)
Dacoits decided to *arm* themselves with deadly weapons. (V.)

Back— I lifted him on my *back*. (N.)
I will *back* you in all your plans. (V.)
He broke the *back* door. (Adj.)
He will come *back* soon. (Adv.)

Bare— Portia asked Antonio to *bare* his bosom. (V.)
His head is *bare*. (Adj.)

Battle— He *battled* hard against the enemy. (V.)
A serious *battle* has taken place. (N.)

Beard— I *bearded* the tiger in the forest. (V.)
I do not like long *beards*. (N.)
Bell— The *bell* is gone. (N.)
Who will *bell* the cat ? (V.)
Bend— I may break but cannot *bend*. (V.)
There is a sharp *bend* in the street near my house. (N.)
Bite— Snake-*bite* is rare in winter. (N.)
Barking dogs seldom *bite*. (V.)
Board— I have *boarded* the train. (V.)
The Examination *Board* sits today. (N.)
Book— This is a good *book* (N.)
Please *book* my luggage. (V.)
Brave— He is a *brave* man. (Adj.)
The ship has *braved* the weather well. (V.)
Breakfast—I *breakfast* at 7 a.m. (V.)
I had a light *breakfast*. (N.)
Breast— He *breasted* the angry waves. (V.)
Keep your *breast* covered. (N.)
Bridge— He crossed the *bridge*. (N.)
The enmity between them was *bridged* at last. (V.)
Button— It is a costly *button*. (N.)
Please *button* up your shirt. (V.)
Cane— He was *caned* today. (V.)
He was beaten with a *cane*. (N.)
Cart—Sweepers have to *cart* the rubbish away. (V.)
This *cart* is drawn by horses. (N.)
Corner—He was badly *cornered* in the open meeting. (V.)
Don't sit in the *corner*. (N.)
Crop— Several problems have *cropped* up. (V.)
This is a fine *crop*. (N.)
Crown— He was *crowned* king. (V.)
This is a golden *crown*. (N.)
Cut— The tree was *cut* down. (V.)
It is an unkind *cut*. (N.)
Drink— You must avoid strong *drink*. (N.)
He *drinks* hard. (V.)
Drive — Who will *drive* the car ? (V.)
I enjoyed a nice *drive* last evening. (N.)
Dog— Why do you *dog* my footsteps ? (V.)
I have a pet *dog*. (N.)

Dry— The weather is *dry*. (Adj)
Please *dry* my silken clothes today. (V.)

Eye— He lost one *eye*. (N.)
The police officer *eyed* him with suspicion. (V.)

Face— Wash your *face*. (N.)
I have *faced* some difficulty. (V.)

Fall— The rise or *fall* of men depends upon their character. (N.)
Fall in. (V.)

Feed— The mother *feeds* her baby. (V.)
He was given a small piece of bread at one *feed*. (N.)

Fill— I have had my *fill*. (N.)
Fill up the form. (V.)

Finish— *Finish* the work quickly. (V.)
The army fought to a *finish*. (N.)

Fix— I am in a *fix*. (N.)
The date has been *fixed*. (V.)

Flock— I have a *flock* of sheep. (N.)
Students *flock* about good teachers. (V.)

Flood— The market is *flooded* with books. (V.)
Flood must be controlled. (N.)

Foot— He has lost one *foot*. (N.)
Let us *foot* the distance. (V.)

Glory— The ancient *glories* of India should be restored. (N.)
The country *gloried* in the fall of its enemy. (V.)

Head— *Head* the ball. (V.)
He lost his *head*. (N.)
He is the *head* clerk of my office. (Adj.)

Hold— I have no *hold* on him. (N.)
I *hold* you responsible. (V.)

House— Our college is *housed* in a rented building. (V.)
He has no *house* to live in. (N.)

Humble—All his pride was *humbled* to the dust. (V.)
It is my *humble* prayer. (Adj.)

Idle— He is an *idle* boy. (Adj.)
Don't *idle* away your time. (V.)

Iron— Who has *ironed* your coat ? (V.)
Iron is a heavy metal. (N.)
He ruled with an *iron* hand. (Adj.)

Know— I am not in the *know* of this matter. (N.)
I do not *know* you. (V.)

Lame— It is a *lame* excuse. (Adj.)
My servant *lamed* the horse. (V.)

Lead— Who will *lead* the country to freedom ? (V.)
I will take the *lead*. (N.)

Level— The ground is not *level*. (Adj.)
Who will *level* the ground ? (V.)

Lift— I cannot *lift* this heavy load. (V.)
A *lift* can lift even the heaviest engine. (N.)

Man— The army is *manned* by highly trained soldiers. (V.)
He is a *man* (N.)

Milk— I like *milk*. (N.)
Milk the cow. (V.)

Pocket— There is no money in his *pocket*. (N.)
He *pocketed* a large sum of money. (V.)

Purchase— I have *purchased* a cow. (V.)
The *purchase* was made on Monday. (N.)

Push— I *pushed* him out. (V.)
He lacks *push*. (N.)

Reach— It is beyond my *reach*. (N.)
He *reached* in time. (V.)

Refuse— He *refused* to help me. (V.)
The ditch was filled with *refuse*. (N.)

Return— See me on my *return*. (N.)
It is a *return* ticket. (Adj.)
He has *returned*. (V.)

Right— Please *right* the wrong done to him. (V.)
It is my *right hand*. (Adj.)

Saddle— He is *saddled* with a large family. (V.)
The new *saddle* is very costly. (N.)

School— He reads in a *school*. (N.)
He is a *school* boy. (Adj.)
He was thoroughly *schooled* in the art of preaching. (V.)

Second— I will return in a *second*. (N.)
It is my *second* attempt. (Adj.)
He stood *second*. (Adv.)
I *second* this proposal. (V.)

Ship— Much of our sugar is *shipped* to America. (V.)
The *ship* has left the harbour. (N.)

Shoulder His *shoulders* are strong. (N.)
I have *shouldered* heavy responsibilities. (V.)

Shower— There was a mild *shower* of rain yesterday. (N.)
He has *showered* many gifts and honours on me. (V.)

Silence— The noisy children were *silenced*. (V.)
I am fond of *silence*. (N.)

Single— Why do you *single* me out ? (V.)
He has not a *single* book. (Adj.)

Smooth— Cream *smooths* even a rough face. (V.)
His words are very *smooth*. (Adj.)

Sour— This grape is *sour*. (Adj.)
Curd has *soured* my teeth. (V.)

Split— *Split* it into two. (V.)
There is a *split* in the party. (N.)

Spy— I have *spied* your movements. (V.)
He is a *spy*. (N.)

Station— The army has been *stationed* on the border. (V.)
It is a railway *station*. (N.)

Steam— The train has *steamed* off. (V.)
Who discovered the power of *steam* ? (N.)

Stone— *Stone* is hard. (N.)
He was *stoned* to death. (V.)

Storm— His house was *stormed* by dacoits. (V.)
The *storm* has damaged my house. (N.)

Stream— Tears are *streaming* down his cheeks. (V.)
He was drowned in the mid-*stream*. (N.)

Thin— Famine has *thinned* the population of the country. (V.)
He is very lean and *thin*. (Adj)

Thirst— He is *thirsting* for power. (V.)
He has great *thirst* for money. (N.)

Thread You cannot *thread* a needle in hurry. (V.)
The *thread* is very weak. (N)

Throw— He jumped at every *throw*. (N.)
It was *thrown* away. (V.)

Thunder— The speaker *thundered* several times. (V.)
The *thunder* has badly disturbed me. (N.)

Tide— I could *tide* over the difficulty with his help. (V.)
The *tide* is rising high. (N.)

Time— The bus is *timed* to reach in the morning. (V.)
Don't waste your *time*. (N.)

Trade— He *trades* in rice. (V.)
It is a profitable *trade*. (N.)

Touch— Finishing *touch* is being given to the arrangements. (N.)
Do not *touch* fire. (V.)

Turn— The road takes a *turn* here. (N.)
I *turned* him out. (V.)

Tutor— The client was *tutored* by his lawyer. (V.)
He is my *tutor*. (N.)

Water— Who has *watered* these plants ? (V.)
We cannot live without *water*. (N.)

Wear— Don't *wear* wet clothes. (V.)
This is my Sunday *wear*. (N.)

Weather— Pt. Nehru *weathered* many a political storm. (V.)
It is fine *weather*. (N)

Wet— Don't wear *wet* clothes. (Adj.)
Wet your lips. (V.)

Will— Take what you *will*. (V.)
The dying man has prepared his *will*. (N.)

Winter— This year our President will *winter* in the South. (V.)
Winter has set in. (N.)

Word— An application should be mildly *worded*. (V.)
He is a man of *word*. (N.)

Wrong— He was *wronged* by his own friends. (V.)
It is *wrong*. (Adj.)
Do a little *wrong* to do a lot of right. (N.)

FORMATION OF WORDS

अँगरेजी में शब्द-निर्माण (word formation) prefix (उपसर्ग) और suffix (प्रत्यय) की सहायता से होता है। इन्हें देखें—

Prefix + words

1. *im*—im + possible = impossible, im + proper = improper, impure, impolite, improbable, imperfect.
2. *in*— in + discipline = indiscipline, in + action = inaction, incomplete, inefficient, inability, indecent, invisible, ineffective, incapable.

3. *ir*— ir + religious = irreligious, ir + responsible = irresponsible, irrelevant, irregular, irreparable.
4. *il*— il + legal = illegal, il + literate = illiterate, illogical, illegitimate, illegible, illiberal.
5. *em*—em + power = empower, em + body = embody, embalm, embitter.
6. *en*—en + able = enable, en + danger = endanger, enrich, enlarge.
7. *re*—re + write = rewrite, re + build = rebuild, recall, reopen, remind, recur.
8. *un*—un + kind = unkind, un + happy = unhappy, un + necessary = unnecessary, un + load = unload, un + ripe = unripe, un + wanted = unwanted. un + wise = unwise, un + lock = unlock.
9. *de*—de + value = devalue, de + train = detrain, de + throne = dethrone, de + compose = decompose, de + control = decontrol.
10. *dis*—dis + agree = disagree, dis + like = dislike, dis + honest = dishonest, dis + obedient = disobedient, dis + please = displease, dis + honour = dishonour.
11. *mis*—mis + take = mistake, mis + understand = misunderstand
12. *pre*- pre + fix = prefix, pre + paid = prepaid. pre + war = prewar, pre + mature = premature. pre + historic = prehistoric, pre + judge = prejudge.
13. *non*—non + violence = nonviolence, non + sense = nonsense, non + vegetarian = nonvegetarian.

Words + Suffix

1. *ar/er/or*—beg + ar = beggar, teach + er = teacher, drive + er = driver, sail + or = sailor.
2. *age*—marry + age = marriage, postage, breakage.
3. *er*—small + er = smaller, cheap + er = cheaper.
4. *es*—box + es = boxes, bench + es = benches, go + es = goes.
5. *ed*—look + ed = looked, laugh + ed = laughed.
6. *est*—small + est = smallest, cheap + est = cheapest.
7. *ing*—go + ing = going, drink + ing = drinking.
8. *ism*—Hindu + ism = Hinduism, social + ism = socialism.

9. *ic*—hero + ic = heroic, emphatic, specific, economic, artistic, tragic, comic.
10. *an/en*—India + an = Indian, Russian, American, European, republican, golden, silken.
11. *al*—arrive + al = arrival, culture + al = cultural, natural, denial, trial.
12. *s/'s*—boy + s = boys, boy + 's = boy's, write + s = writes, sing + s = sings.
13. *cal*—history + cal = historical, social, political.
14. *ish*—boy + ish = boyish, self + ish = selfish, green + ish = greenish, fool + ish = foolish, child + ish = childish, girl + ish = girlish.
15. *ful*—care + ful = careful, beauty + ful = beautiful, mouth + ful = mouthful, hand + ful = handful, use + ful = useful, hopeful, sinful, fearful.
16. *less*—sense + less = senseless, care + less = careless. harm + less = harmless, tact + less = tactless.
17. *ness*—happy + ness = happiness, bold + ness = boldness. kind + ness = kindness, firm + ness = firmness.
18. *logy*—sociology, psychology, biology, radiology, pathology.
19. *sion/ion/tion*—decision, suspicion, action, relation.
20. *dom*—wisdom, freedom, kingdom.
21. *hood*—boyhood, childhood, girlhood,
22. *ship*—friendship, free-studentship, membership.
23. *ment*—movement, payment, judgement.
24. *ous*—fame + ous = famous, virtuous, ambitious, courageous.
25. *ly*—brother + ly = brotherly, friendly, manly, kindly, cowardly, lovely, faithfully, sincerely, bravely, slowly, quickly.
26. *y*—water + y = watery, misty, sandy, creamy, windy, rainy, stormy, dirty, nosy, rosy.

अब देखें कि इनकी सहायता से एक प्रकार के शब्द दूसरे प्रकार में किस प्रकार बदल जाते हैं—

1. noun + al/en/y/ly = adjective

nature + al = natural, personal, social, national, elemental.
gold + en = golden, silken, woollen, wooden.
rose + y = rosy, dirty, snowy.
brother + ly = brotherly, friendly, lovely.

2. noun + ic/ish/ous/ful/less/like = adjective

artist + ic = artistic scientific, dramatic, tragic.

girl + ish = girlish, childish, boyish, tigerish, foolish.
fame + ous = famous, virtuous, ambitious.
care + ful = careful, fearful, hopeful; beautiful.
care + less = careless, charmless, harmless, fearless.
war + like = warlike, businesslike, childlike.

3. verb + al/er/or/age/ment = noun

arrive + al = arrival, trial, denial, refusal.
teach + er = teacher, preacher, driver, leader.
conduct + or = conductor, inspector, instructor.
marry + age = marriage, carriage, breakage.
move + ment = movement, agreement, payment.

4. verb + ce/ture/tion/sion/ion = noun

defend + ce = defence, offence, insistence, reliance.
depart + ture = departure, mixture, fixture.
select + tion = selection, starvation, competition, reduction.
decide + ion = decision, suspicion.
admit + sion = admission.

5. adj. + ty/ness/dom = noun

safe + ty = safety, purity, reality.
happy + ness = happiness, boldness, kindness.
free + dom = freedom, wisdom, officialdom.

6. noun + ise/ify = verb

memory + ise = memorise, criticise, sympathise.
beauty + ify = beautify, certify, classify.

7. adj. + ify/en = verb

simplify, purify, justify.
blacken, widen, quicken, lengthen.

8. em/en + noun/adj. = verb

empower, embitter, enrich, enlist enable.

9. adjective + ly = adverb

slowly, quickly, quietly, attentively, patiently.

इन नियमों का ध्यान रखकर शब्द-निर्माण के कुछ नमूने देखें—

(A) Formation of Nouns from Verbs

Verbs	*Nouns*	*Verbs*	*Nouns*
abide	abode	choose	choice
abound	abundance	commit	commitment, committe
accomplish	accomplishment	compel	compulsion
accede	access (पहुँच)	comply	compliance (स्वीकृति)
act	action	concede	concession (सुविधा)
add	addition	confide	confidence
admit	admission	consider	consideration
adore	adoration (पूजा)	consume	consumption
advise	advice	contain	contents (विषय)
agree	agreement	contend	contention. contest (लड़ाई)
apply	application	contradict	contradiction
apprehend	apprehension (डर)	convert	conversion
approve	approval	convert	conversion
arrange	arrangement	deal	dole (दान)
arrive	arrival	deceive	deceit deception
ascend	ascent (चढ़ाव)	decide	decision
assist	assistance	defend	defence
assume	assumption (धारणा)	defer	deferment (स्थगन) deference आदर)
assure	assurance	defy	defiance (चुनौती)
attach	attachment (लगाव)	deliver	delivery, deliverance
attend	attendance	deny	denial
avow	avowal	depart	departure
bear	birth	descend	descent (उतार)
hehave	behaviour	determine	determination
believe	belief	die	death
belong	belongings	diminish	diminution
betray	betrayal (धोखा)	dine	dinner
bind	bond (दस्तावेज)		
bite	bite		
bless	bliss, blessing		
break	breach (कटाव)		
burn	brand, burn		
bury	burial		
carry	carriage		
certify	certificate		

Verbs	*Nouns*	*Verbs*	*Nouns*
discover	discovery	laugh	laughter
dismiss	dismissal	learn	lore (गाथा), learning
distinguish	distinction	lend	loan
disturb	disturbance	live	life, living
disburse	disbursement	lose	loss
do	deed	maintain	maintenance
drive	drive	manage	management, manager
enjoy	enjoyment	marry	marriage
enter	entry, entrance	mean	meaning
envelop	envelope	mix	mixture
err	error	move	movement, motion
examine	examination	obey	obedience
exceed	excess	object	objection
excel	excellence	occupy	occupation
exist	existence	offend	offence
expect	expectation	oppose	opposition
expel	expulsion	pay	payment
extend	extension (फैलाव)	perform	performance
fail	failure	permit	permission
float	fleet	please	pleasure
flow	flood	practise	practice
fly	flight	presume	presumption
give	gift	prepare	preparation
go	gait (चाल)	proceed	procedure, process
grieve	grief	prophesy	prophecy
grow	growth	protect	protection
hate	hatred	prove	proof
heal	health	provide	provision
imagine	imagination	pursue	pursuit
imitate	imitation (नकल)	quote	quotation
interfere	interference	receive	receipt, reception
infatuate	infatuation	recover	recovery
introspect	introspection	redeem	redemption
introduce	introduction	reduce	reduction
insure	insurance		
invite	invitation		
judge	judgement, judge		
know	knowledge		

Verbs	*Nouns*	*Verbs*	*Nouns*
refer	reference	steal	stealth
refuse	refusal	strike	stroke, strike
relieve	relief	succeed	success
rely	reliance	suggest	suggestion
remember	remembrance	sustain	sustenance
repeat	repetition	tell	tale
resolve	resolution	think	thought
reveal	revelation	trace	track
secure	security	try	trial
see	sight	unite	union, unity, unison
seize	seizure	vacate	vacancy, vacation
sell	sale	vary	variance, variation
serve	service	weave	web
shake	shock	wed	wedding
sing	song	weigh	weight
sit	seat	write	writing
slay	slaughter		
solve	solution		
speak	speech		

(B) Formation of Nouns from Adjectives

Adjectives	*Nouns*	*Adjectives*	*Nouns*
able	ability	gallant	gallantry (वीरता)
abundant	abundance	gay	gaiety (खुशी)
accurate	accuracy	generous	generosity
active	activity	grand	grandeur
brave	bravery	happy	happiness
brief	brevity	high	height
broad	breadth	holy	holiness
busy	business	hot	heat
calm	calmness	human	humanity
casual	casualty	humble	humility (नम्रता)
certain	certainty	inferior	inferiority
cheap	cheapness	indignant	indignation
civil	civility	impatient	impatience
cruel	cruelty	immense	immensity
contemptuous	contempt	just	justice
curious	curiosity	long	length
complex	complexity	merry	merriment
deep	depth	mortal	mortality
efficient	efficiency	moral	morality
equal	equality	necessary	necessity
empty	emptiness	noble	nobility
excellent	excellence	novel	novelty (नयापन)
false	falsehood, falsity	obedient	obedience
free	freedom	one	oneness
		perfect	perfection

Adjectives	*Nouns*	*Adjectives*	*Nouns*
pious	piety	solitary	solitude
poor	poverty, poorness	splended	splendour
		strong	strength
popular	popularity	stupid	stupidity
precise	precision	sweet	sweetness
private	privacy	swift	swiftness
proud	pride	timid	timidity (कायरता)
prudent	prudence	true	truth
pure	purity	vacant	vacancy
rare	rarity	vain	vanity (व्यर्थता)
real	reality	violent	violence
rival	rivalry	vital	vitality (ताकत)
safe	safety	weak	weakness
scarce	scarcity	wide	width
secret	secrecy	wise	wisdom
short	shortage (कमी), shortness (छोटापन)	young	youth

(C) Formation of Abstract Nouns from Concrete Nouns

Concrete	*Abstract*	*Concrete*	*Abstract*
agent	agency	king	kingship
author	authorship	man	manhood
baby	babyhood	martyr (शहीद)	martyrdom
beggar	beggary	mother	motherhood
bond	bondage	owner	ownership
broker (दलाल)	brokerage	patriot	patriotism
child	childhood	pilgrim	pilgrimage
coin	coinage	priest	priesthood
coward	cowardice	robber	robbery
dacoit	dacoity	servant	service
enemy	enmity	slave	slavery
father	fatherhood	thief	theft
friend	friendship	widow	widowhood
hero	heroism	witch	witchery
infant	infancy	woman	womanhood

(D) Formation of Verbs from Nouns

Nouns	*Verbs*	*Nouns*	*Verbs*
air	aerate, air	body	embody
apology	apologize	breath	breathe
authority	authorize	brood	breed
bath	bathe	camp	encamp
beauty	beautify	capital	capitalize
belief	believe	centre	centralize, concentrate
black	blacken		
bliss	bless	character	characterize
blood	bleed	claim	claim, acclaim

Nouns	*Verbs*
class	classify
colony (उपनिवेश)	colonize
company	accompany
courage	encourage
critic	criticize
custom	accustom
danger	endanger
deity (देवी-देवता)	deify
dew	bedew
drop	drip
economy	economize
electricity	electrify
example	exemplify
food	feed
fool	befool
force	force, enforce
fraud (धोखा)	defraud
friend	befriend
fright (डर)	frighten
frost (पाला)	freeze
fruit	fructify
game	gambol
glass	glaze
glory	glorify
gold	gild
grass	graze
grief	grieve
guile	beguile
habit	habituate
half	halve
hand	hand, handle
harmony	hormonize
haste	hasten
head	head, behead
heir	inherit
horror	horrify
idol (मूर्त्ति)	idolize
joy	enjoy
justice	justify
knee	kneel

Nouns	*Verbs*
knot	knit
life	live
light	light, lighten
mass	amass
memory	memorise, commemorate
mind	mind, remind
monopoly	monopolize
nation	nationalize
nature	naturalize
necessity	necessitate
office	officiate
patron	patronize
peace	pacify
person	personify, personate
prison	imprison
red	redden
roll	enrol
sale	sell
sermon	sermonize
shelf	shelve
society	associate
spark (चिनगारी)	sparkle
substance	substantiate
sympathy	sympathise
system	systematise
table	tabulate
terror	terrify, terrorize
throne	dethrone, enthrone
title	entitle
tomb	entomb
utility	utilize
vacancy	vacate
vapour	evaporate
vice	vitiate
victim	victimise
vigour	invigorate
wreath (माला)	wreathe

(E) Formation of Verbs from Adjectives

Adjectives	*Verbs*
able	enable
abundant	abound
base (नीच)	debase
bitter	embitter
bold	embolden
brief	abbreviate

Adjectives	*Verbs*
broad	broaden
calm	becalm
certain	ascertain
cheap	cheapen
civil	civilize
clean	clean, cleanse
clear	clear, clarify
dark	darken
deep	deepen
dense (घना)	condense
different	differentiate
equal	equalize
false	falsify
familiar	familiarize
feeble (कमजोर)	enfeeble
fertile (उर्वर)	fertilize
fine	fine, refine
firm	confirm, affirm
fond	fondle
foul	defile
fresh	refresh
general	generalize
glad	gladden
hale	heal
hard	harden
high	heighten
humble	humiliate, humble
just	justify
large	enlarge
little	belittle
liquid	liquefy
long	lengthen, elongate
low	lower
mad	madden
moist	moisten
new	renew
noble	ennoble
particular	particularize
perpetual	perpetuate
poor	impoverish
popular	popularize
proper	appropriate
public	publish, publicize
pure	purify
quiet	quieten
rare	rarefy
real	realize
rich	enrich
short	shorten
sick	sicken
solid	consolidate, solidify
special	specialize
stable	stabilise
strange	estrange
strong	strengthen
stupid	stupefy
sure	ensure
sweet	sweeten
thick	thicken
timid	intimidate
vile	villify
venerable	venerate
white	whiten
wide	widen

(F) Formation of Adjectives from Nouns

Nouns	*Adjectives*
accident	accidental
advantage	advantageous
adventure	adventurous
advice	advisable
affection	affectionate
air	airy
ancestor	ancestral
angel	angelic
angle	angular
atmosphere	atmospheric
authority	authoritative
autumn	autumnal
beauty	beautiful
black	black, blackish
blood	bloody
body	bodily
book	bookish
boy	boyish

Nouns	*Adjectives*	*Nouns*	*Adjectives*
brass	brassy, brazen	fable	fabulous
burden	burdensome	face	facial
bush	bushy	faith	faithless, faithful
calamity	calamitous	fame	famous
capacity	capacious	fancy	fanciful
centre	central	fate	fateful, fatal
ceremony	ceremonial, ceremonious	father	fatherly
character	characteristic	fault	faulty
cheer	cheerful	favour	favourable
child	childish, childlike	fear	fearful, fearless
chivalry	chivalrous	feather	feathery
circle	circular	fever	feverish
class	classic, classical	fire	fiery
climate	climatic	fish	fishy
cloud	cloudy	flesh	fleshy
comfort	comfortable	flower	flowery
commerce	commercial	fog	foggy
condition	conditional	fool	foolish
conscience	conscientious	force	forcible, forceful
contempt (घृणा)	contemptible, contemptuous	fortune	fortunate
courage	courageous	friend	friendly
coward	cowardly	fruit	fruitful
crime	criminal	fury (क्रोध)	furious
custom	customary	ghost	ghostly
danger	dangerous	glory	glorious
day	daily	god	godly, godlike
devil	devilish	gold	golden
dew	dewy	habit	habitual
discipline	disciplinary	hair	hairy
drama	dramatic	hand	handy
duty	dutiful	harm	harmless, harmful
earth	earthly, earthen	haste	hasty
east	eastern	health	healthful, healthy
economy	economic, economical	heart	hearty
emperor, empire	imperial	heaven	heavenly
enemy	inimical	heir	hereditary
envy	envious, enviable	hero	heroic
example	exemplary	hill	hilly
expense	expensive	history	historic, historical
		home	homely
		honour	honorary, honourable

Nouns	*Adjectives*	*Nouns*	*Adjectives*
hope	hopeful, hopeless	neighbour	neighbourly
horror	horrible	nerve (नस)	nervous
hour	hourly	night	nightly
humour	humorous	north	northern
ignorance	ignorant	number	numeral, numerous, numerical
industry	industrial, industrious	office	official
irony	ironic, ironical	origin	original
joke	jocular, jocose	ornament	ornamental
joy	joyful, joyous	palace	palatial
judge	judicious, judicial	passion	passionate
king	kingly	peace	peaceful
labour	laborious	people	popular, populous
law	lawful	person	personal
life	lifelike, lively, living	picture	picturesque
limit	limited, limitless	play	playful
lord	lordly	practice	practical
love	lovely, loving	pride	proud
machine	mechanical	profit	profitable
man	manly, manful	quarrel	quarrelsome
medicine	medicinal	queen	queenly
memory	memorable	question	questionable
merchant	mercantile	ruin	ruinous
mercy	merciful, merciless	sand	sandy
merit	meritorious	school	scholastic
metal	metallic	science	scientific
mind	mental	season	seasonable, seasonal
miracle	miraculous	sense	sensible, sensitive
mirth	mirthful	service	serviceable
moment	momentary, momentous	shame	shameful, shameless
money	monetary	sight	sightly
month	monthly	silk	silken
mother	motherly	slave	slavish
muscle	muscular	smoke	smoky
music	musical	society	social
mystery	mysterious	solitude	solitary
nation	national	space	spacious, spatial
nature	natural	star	starry, astral
navy	naval	storm	stormy
need	needy, needful	sun	sunny
		sympathy	sympathetic
		system	systematic

Nouns	*Adjectives*	*Nouns*	*Adjectives*
table	tabular	voice	vocal
talk	talkative	war	warlike
terror	terrible	watch	watchful
thief	thievish	water	watery
thought	thoughtful, thoughtless	week	weekly
title	titular	will	wilful, willing
tragedy	tragic	winter	wintry
trifle	trifling, trivial	woman	womanly, womanish
trouble	troublesome	wool	woollen
tutor	tutorial	world	worldly
type	typical	worth	worthy
value	valuable	wretch	wretched
verb	verbal	year	yearly
vice	vicious	youth	youthful
vigour	vigorous	zeal	zealous
virtue	virtuous		

EXERCISE

Transform the following sentences as directed, without altering the sense—

1. He looks like a king. ('king' as an adj.)
2. This tank abounds in fish. ('abound' as a noun)
3. When does the train depart ? ('depart' as a noun)
4. He lent me Rs. 100/-. ('lent' as a noun)
5. I do not like his cowardly action. ('cowardly' as a noun)
6. This boy is always found playing. ('play' as an adj.)
7. The news gave me great pleasure. ('pleasure' as a verb)
8. I very much admire him. ('admire' as a noun)
9. He is a patron of my book. ('patron' as a verb)
10. She has great affection for me. ('affection' as an adj.)

□□□

CHAPTER XIII

FIGURES OF SPEECH

1. **Simile**—Comparison between two dissimilar (different) things or persons on certain points is called *simile*. From this it follows that likeness between two different things is shown on a few points only. The words commonly used to introduce a *simile* are—

like, as, just....in the same way, even at......so, as......so.

Examples

(a) Thy soul was *like* a star....

(b) Her eye *as* stars of twilight fair,
Like twilight's too, her dusky hair.

(c) My heart is *like* a singing bird.

(d) *Like* to the summer's rain,
Or as the pearls of morning dew;
Ne'er to be found again.

In all the examples, two dissimilar things have been compared and some points of similarity have been discovered between them. It should, however, be noted that in ultimate analysis the two dissimilar objects remain dissimilar. The presence of *as* or *like* shows that the things compared are only similar, not identical. In case of metaphors, the things compared are treated as one and the same.

2. **Metaphor**—Comparison between two dissimilar things or persons on all points (or in all respects) is called *metaphor*. The qualities of one object are thus completely transferred to another and there is cent per cent correspondence between the two objects compared. It is an essential function of a metaphor, for metaphor means 'transferring'. From this it is clear that the two things cease to be different, and become one. It is possible only when complete identity between two things is discovered in a fit of imagination. Naturally, *like*, *as* etc., which show similarity on a few points only are not used to introduce a metaphor.

Examples

(a) He is the *star* of the family.

(b) Was your hope *drunk*
Wherein you *dressed* yourself ?

(c) The camel is the *ship* of the desert.

(d) This news is a *dagger* to my tender heart.

In all these examples two different objects have been compared. The comparison is so complete that the two objects become one and the same. A simile creates the impression that the objects compared are no doubt similar but they are still different from each other.

3. Allegory, Parable, Fable—*Allegory, parable and fable* are fictitious stories that teach some moral. At times, it is difficult to distinguish between a parable and an allegory, for, as Mr Fowler puts it, 'Every parable is an allegory and every allegory a parable.' There are, however, certain points of difference between them. A parable is a story that aims at answering a single question or suggesting a single principle and offering a definite moral. But an allegory is a story of greater length and the aim is not so clearly didactic. Allegory has been defined in the Oxford English Dictionary as '*an extended continued metaphor*', and by J. C. Nesfield, as '*a series of metaphors or symbols*'. Mr Fowler rightly comments that the definition would have been better suited to *parable* than to *allegory*. Since an allegory is of greater length, worked out in greater details, we should accept the definition given by Mr. Fowler—'It may fairly be said that *parable is an extended metaphor and allegory an extended simile*.' Spenser's *Faerie Queene* and Bunyan's *Pilgrim's Progress* are allegories. *The Bible* (New Testament) has several parables meant to teach some moral lesson.

A fable, too, is a type of story that teaches a moral. In most of the fables birds and beasts and even insects are treated like human beings and so they are made to think, feel, speak and act like men and women. Swift's *The Spider and the Bee* and *Aesop's Fables* are nice specimens of a fable.

4. Personification—Sometimes lifeless things are treated as if they were human beings.. This is called *personification*.

Examples

(a) Nature might stand up
And say to all the world
This was a man.
(b) Death lays his icy hand on kings.

In the above examples, *Nature* and *Death* which are lifeless objects have been treated as persons, i.e., living beings.

5. Apostrophe—Sometimes lifeless things are addressed as human beings. This is called *apostrophe*. Apostrophe, too, is a sort of personification, but in personification things are not addressed.

Examples

(a) O Death ! come soon.
(b) O Liberty ! Why are you so dear ?
(c) Come, Peace of mind....

In these examples, *Death*, *Liberty* and *Peace of mind* have been addressed by name, as living beings are addressed as Ram or Shyam.

6. Pathetic Fallacy—Sometimes Nature is regarded as taking active interest in human affairs. *Pathetic fallacy*, too, therefore is a kind of personification; but the difference between them is that the element of Nature's interest in man's destiny is not present in personi-

fication. In pathetic fallacy, Nature is happy or sorry at the rise or fall of man.

Examples

Earth felt the wound, and Nature from her seat sighing through all her works, gave signs of awe that all was lost.

In the above lines Earth and Nature have been shown to be in sorrow at the loss in man's life. They are actively interested in human affairs.

7. Climax—This is a Greek word meaning a ladder. As in a ladder, so in *climax*, the sense rises step by step to what is more and more important. The different ideas are arranged in ascending order of importance. The least important idea is placed first and the most important last.

Examples

(a) He was abused, beaten and killed.
(b) She sobs, groans and cries.
(c) I came, I saw, I conquered.

8. Anticlimax or Bathos—It is a sudden descent (fall) from something grand and great to something extremely small. In this way something serious and important is mixed up with what is extremely light and unimportant. The total effect of this arrangement is one of humour and ridicule.

Examples

(a) No louder shrieks by dames to heaven are cast.
When *husbands* die or *lap-dogs* breathe their last.

Here husbands and lap dogs have been placed side by side to make the whole thing ridiculous.

(b) Who in course of one revolving moon was *lawyer, statesman, fiddler* and *buffoon*.

Here, too, something great (lawyer and statesman) has been mixed up with what is trivial (fiddler and buffoon).

9. Zeugma—It literally means 'yoke . By *zeugma* two nouns are joined (yoked) to only one verb and this verb suits only one of the nouns joined. Naturally, such a verb gives two entirely different meanings and produces humour. Zeugma is, therefore, very much like bathos.

Examples

(a) He took his *hat* and his *leave*.
(b) The *moment* and the *vessel* passed.

10. Antithesis—In this figure of speech one set of words of phrases in the first part of a sentence is set against another in the second part. There is some sort of contrast between the two sets of words or phrases and they are balanced against each other.

Examples

(a) *United* we *stand*, *divided* we *fall*.
(b) *Man proposes, God disposes.*

In the first example, one set (united we stand) is set against another (divided we fall). These two sets of ideas are contrasted and balanced. In the second sentence, 'proposes' is set against 'disposes' and 'man' against 'God'.

(c) *To err is human, to forgive divine.*

11. Epigram—Maximum of sense in the minimum of space is *epigrom.* That is to say, a statement is called epigram if it is extremely concise. Only a few words convey a lot of sense and the statement is witty.

Examples

(a) Crying is the refuge of plain women, but the ruin of pretty ones.
(b) Studies serve for delight, for ornament and ability.

12. Oxymoron—In this figure of speech two terms which are opposite in meaning are placed side by side and they form one lovely phrase.

Examples

(a) A *noiseless noise* among the leaves.
(b) And all its *aching joys* are no more.

13. Paradox—There are statements that appear at first to be meaningless and even absurd but on second thought they are found to be quite significant. A *paradox*, too, like epigram, is a precise statement having a lot of sense at bottom but almost no sense on the surface.

Exdmples

(a) There is none so *poor* as a *wealthy miser*.
(b) He who *goes against the fashion* is himself its *slave*.

14. Metonymy—It means 'name-change'. *Metonymy* is the use of an attribute (quality) for the things. This attribute suggests the thing associated with it.

Examples

Crown for *king*, *pen* for *writer* and *purse* for *money*.
The *pen* is mightier than the *sword*.
Here 'pen' is used for 'writer' and 'sword' for 'soldier'.

15. Synecdoche—The mention of a part of a thing for the whole or *vice versa* (i. e. whole for the part) is called *synecdoche*.

Examples

(a) He can no longer earn his *bread*. (necessaries)
(b) Five more *hands* are needed. (men)

'Bread' is only a part of the necessaries of life and, 'hand' is only a part of man. But here the part of a thing suggests or stands for the

whole of it—'bread' for all the necessaries of life and 'hands' for men.

16. Irony—*Irony* is a type of statement which has double meaning —*surface meaning* and *inner meaning*. The inner meaning is opposite to the surface meaning and the intention of the speaker is to convey this inner meaning. It is only the careless or ignorant audience that can accept the surface meaning. In Shakespeare's *Julius Caesar*, Antony again and again describes Brutus and his friends as 'honourable men' but what he really wishes to suggest is that they are not honourable at all. Here 'honourable' means 'dishonourable'. In this way, irony is a sort of veiled (hidden) attack.

17. Sarcasm—*Sarcasm* is a direct attack, and aims at censure, ridicule or contempt. The essence of sarcasm is giving pain by the use of bitter words. Irony, too, cuts quite deep, but sarcasm cuts with an iron dagger. It does not cut as cleverly as irony. Swift describes mankind as 'the most pernicious race of little odious vermin'. It is a bitter and direct statement.

18. Innuendo—*Innuendo*, too, is a sort of censure or ridicule but it is never direct. It is only hinted at cleverly as in irony, but it lacks the double meaning of irony. It is, therefore, different from both irony and sarcasm, for sarcasm is a direct censure whereas innuendo is an indirect one.

Examples

He was born of rich *but* honest parents.

Here the use of 'but' indirectly suggests (hints) that the rich are not honest. It is bitter censure but is not stated in plain words.

19. Hypallage or Transferred Epithet—Sometimes an *Epithet* (adjective) is transferred or attached to a word with which it is associated instead of to a word to which it really belongs. In other words, the position of an adjective is transferred and so it qualifies not the right noun but some other noun placed near it.

Examples

(a) He lay sobbing on his *sleepless* pillow.
(b) He passed a *restless* night.

In these examples the adjectives (sleepless and restless) have been transferred from 'he' to some other noun (pillow and night). These adjectives really belong to 'he' and not to 'pillow' or 'night'. Hence these two adjectives (epithets) are here *transferred epithets*.

20. Litotes—It is a figure of speech in which a negative (no, not) is used with some other word to express a strong affirmative. *Litotes* is a type of understatement (meiosis) that aims at enhancing the impression. A clearly positive statement is often not as effective as an understatement.

Examples

He is *no mean* scholar.

Here 'no mean' means 'very great' and it is a more effective and impressive statement than 'very great'. In the same way, 'not a few' means 'a large number' and 'not bad.' means 'excellent'.

21. Hyperbole or Exaggeration—It is an overstatement as opposed to understatement (litotes) and statement of facts. Litotes and *hyperbole* do not make a statement of facts as they are. Litotes understates whereas hyperbole overstates them. Both of them, however, aim at the same thing—to create a powerful effect. In hyperbole things are represented as much greater or smaller than they actually are.

Examples

Ten thousand saw I at a glance.
Forty thousand brothers could not....make up the sum.

Here the number (ten thousand, forty thousand) is not a literal statement of facts. It is a definite exaggeration (overstatement) to create a strong impression.

22. Euphemism—The use of a good, agreeable or auspicious word instead of an evil, disagreeable or inauspicious word is called *euphemism*. It aims at avoiding blunt or bitter truth and hence it avoids such words as are not polite or pleasing. For instance, 'to breathe one's last' is used for 'death' and 'a light fingered person' for 'thief'. 'Death' and 'thief' and such other words are rather blunt or plain descriptions and so they are avoided in a decent society.

23. Periphrasis or Circumlocution—It means a piece of writing that is neither plain nor precise. On the contrary, even a plain and simple thing is expressed in a roundabout way. The result is that one has to use much more words than are necessary. In euphemism, too, there is a roundabout way of putting things and hence several unnecessary words are used for a single word. But there is a difference between euphemism and periphrasis. The former adopts a roundabout method because it wishes to avoid words that are disagreeable, but the latter has no such intention. Euphemism aims at decency but *periphrasis* aims just at verbal beauty. It is, therefore, very often difficult to make any head or tail of it and one has the feeling of reading nothing but a group of lovely words. It is, therefore, considered to be a faulty style.

Examples

(a) The flaming orb of the day = the sun.
(b) One's prominent feature = one's nose.
(c) The shining leather = boots.

24. Tautology or Pleonasm—Repetition of the same idea in different words is called *tautology*. Tautology, too, like periphrasis is a faulty style because one has to use a lot of such words as can easily be avoided. It is in a sense the opposite of precis and, to say the least, is a careless piece of writing.

(a) He is *an extremely old* man of hundred years.
(b) He rejoiced at the *happy* sight.

In the first sentence the use of 'extremely old' is unnecessary for it merely repeats the idea in 'man of hundred years'. Can a man of hundred years be ever young? In the second example the word 'rejoice' presupposes that the sight must have been happy, for one cannot possibly rejoice at an unhappy sight. Then why use 'happy' at all? It is thus clear that tautology serves no useful purpose. It can, however, be justified when it lays emphasis.

25. **Repetition**—Sometimes the key word (important word) in a sentence is repeated. *Repetition* in itself is a fault, as in tautology, but it is fully justifiable if it aims at giving expression to some deep emotion. In that case it tries to create a powerful effect, as in the following lines—

(a) O *dark, dark, dark* amid the blaze of moon.
(b) *Alone, alone,* all, all *alone.*
Alone on a *wide, wide* sea.

In the first line 'dark' is repeated thrice to suggest a sense of utter darkness. The impression cannot be created without repetition. In the second example, the poet tries to describe the feeling of terrible loneliness and hence repetition here is welcome and even essential.

26. **Interrogation**—It is a kind of question to which there is only one answer—either a strong affirmative or a strong negative. The very nature of the question determines the answer. The reason is that it contains some truth or fact which has to be either affirmed or denied.

Examples

(a) *Is there anybody here* who does not love his mother and his motherland?

(b) If you succeed, do *you not rejoice*?

The answer to the first question is a strong negative 'No' and the answer to the second one is a strong affirmative 'Yes'. The questions are such that no other answer is possible. So, the answer to an *interrogation* is inevitable and it is the same answer as the writer expects the reader to give.

27. **Exclamation**—It is a strong expression of some powerful feeling. Naturally, the rules of grammar very often fail to control the writer. The effect, however, is very strong. In fact, it is stronger than a full grammatical sentence can ever create.

Examples

(a) A horse! a horse! a kingdom for a horse!
(b) ...... and oh!
The difference to me!

The rush of intense emotion sweeps the poets away. They cannot but write broken sentences like these. But mark their effect. Well, it is tremendous.

28. **Pun**—*Pun* is a play on words. Lots of words, we know have

more than one meaning. Pun is a play on the different meanings of a word. It is rather a light work and so it may be said that the pun is a playing upon words. In fact, it is generally for some fun that pun is used.

Examples

(a) If a woman loses her husband, she pines for a *second*. (sixtieth part of a minute; another.)
(b) An ambassador *lies* abroad for the good of his country. (lives; tells lies.)

In the above examples 'second' and 'lies' each has two meanings, and pun lies in using the words in different senses.

29. **Alliteration**—The use of words beginning with or containing the same letter or sound is called *alliteration*. Generally, it aims more at beauty than at utility and hence it is not a serious work of art.

Examples

(a) After life's fitful fever he sleeps well.
(b) In a summer season when soft was the sun.

In the first sentence 'f' is repeated and in the second 's'. So, there is a lot of 'f' sound in the first sentence and 's' sound in the second. Alliteration, therefore, aims at producing a particular type of sound. If this sound suggest proper sense, it does serve some useful purpose.

30. **Onomatopoeia**—It means 'name-making' and is based upon the principle of imitation. *Onomatopoeia*, therefore, is the formation of a name (or word) by imitating the natural sound that is associated with the object. An onomatopoeic word is suggestive of the sound or the quality of the object. 'Babble', 'croak' and 'puff-puff' are some of the instances on the point. These words have been formed by imitating the natural sounds or qualities of the objects associated with them. Such words aim at suggesting or echoing the sense and are, therefore, highly effective.

EXERCISE

Point out the Figures of Speech in the following and give your comments—

1. Her hair is as black as night and as soft as velvet. The enemy came down like a wolf. Money is like manure, not good unless it is spread. It is as swift as an arrow. He is as thin as a stick. Time, like an over-rolling stream, bears all its sons away.

Hints—There are similes—are apt (appropriate) but hackneyed—not fresh—so they fail to add force to a description.

2. The camel is the *ship* of the desert. Hope is the *anchor* of the soul. She has *stony* heart. The leader put *all his cards* on the table. I have *caught* cold. Don't *shut your eyes* to your faults, The ambassador was *bombarded* with questions. He is the *salt* of the earth.

Hints—These are metaphors—are so old that they have almost ceased to be metaphors and have become a part of common speech.

3. (a) It is no use beating about the bush. You had better hit the nail on the head before it is too late.

(b) The soldier put his foot in it right up to the hilt.

(c) Life is an illusion. It is a shadow that bursts in on time and leaves mere ashes behind.

Hints—(a) Mixed metaphor—hunting and hammering mixed up—is rather far-fetched and confused. (b) Mixed Metaphor—foot and sword mixed up—strained and confused—lacks force and fails to add clearness to the description. (c) Mixed Metaphor—Life has been compared to a number of things one after another—illusion, shadow, bubble (*bursts* suggests that life is a bubble) and fire (life burnt to ashes by fire)—the mind at work seems to be confused.

4. "How far that little candle throws its beams !
So shines a good deed in a naughty world."

Hints—It is a simile, although *as* or *like* has not been used. A simile may be expressed by placing two objects side by side. This arrangement suggests certain points of similarity between them. This device has been employed in the above two lines. A good deed in a wicked world is like a candle in darkness.

5. (a) "Here, thou great Anna ! whom three realms obey.
Dost sometimes counsel take—and sometimes tea."

(b) She has lost her health, her wealth, her reputation and her handkerchief all at once.

(c) "Miss Bolo went home in a flood of tears and a sedan chair."

Hints—Bathos or Anticlimax. In all the examples something great has been mixed up with something hopelessly trivial. This produces humour and ridicule.

6. (a) O death, where is thy sting ?
(b) O Solitude where are the charms,
That sages have seen in thy face ?

Hints—Apostrophe.

7. (a) "The moon doth with delight
Look round her when the heavens are bare."
(b) "The grey-eyed morn smiles on the frowning night."
(c) "Knowledge is proud that he has learnt so much,
Wisdom is humble that he knows no more.

Hints—Personification. In (a) there are two figures—personification in "The moon......her" and periphrasis in "when the heavens are bare" for *the sky is clear*.

8. (a) "So frowned the mighty combatants, that hell
Grew darker at their frown."

(b) "Here's the smell of blood still : all the perfumes of Arabia will not sweeten this little hand."

(c) She grew so weak that you could knock her down with a feather.

Hints—Hyperbole.

9. (a) "Men must work and women must weep."
(b) "Men have many faults; women only two."

Hints—Antithesis.

10. (a) He had no little difficulty.

(b) There are no fools here : they have all become leaders.

(c) You must have "a heart to resolve, a head to continue, and a hand to execute."

(d) He took his hat and his leave.

(e) "What a piece of work is man !"

(f) "He who can, does, he who cannot, teaches."

(g) "Life is bitter sweet !"

Hints—(a) Litotes; (b) Innuendo; (c) Climax; (d) Bathos (or better call it Zeugma); (e) Exclamation; (f) Epigram; (g) Oxymoron.

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CHAPTER XIV

SIMILAR EXPRESSIONS DISTINGUISHED

1. (a) The dinner is *already* on the table.
(*Already* suggests time and the sentence means—The dinner is placed from before.)
(b) The dinner is *all ready* on the table.
(*All ready* means '*fully prepared*' and the sentence means—The dinner is fully prepared.)

2. (a) It cost me *almost* thirty pounds.
(*Almost* means '*about*' and is a mere statement of price, i.e., about thirty pounds.)
(b) It cost me *nearly* thirty pounds.
[Here '*nearly*' suggests that the price (about thirty pounds) was more than I wished to pay.]

3. (a) I have *always* tried. (at all times)
(b) I have tried *all ways*. (every possible way)

4. (a) *Anyone* will do. (one of the persons)
(b) *Any one* will do. (one of the things)

5. (a) She dislikes you as much as *I*.
(She dislikes you as much as I dislike you.)
(b) She dislikes you as much as *me*.
(She dislikes both you and me in equal degree.)

6. (a) He walks *as if he were* drunk.
(The sentence suggests that *he is not drunk*)
(b) He walks *as if he is* drunk.
(The sentence suggests that *he is drunk*.)

7. (a) She helped him, *as well as I*. (She and I both helped him.)
(b) (She helped him *as well as me*.
(She helped both him and me.)

8. (a) There are, *too*, many people who accept bribe.
(Here *too* is separated from *many* and means *also*.)
(b) There are *too many* people who accept bribe.
(Here *too* is attached to '*many*'. Thus *too many* means 'more than the proper number'.)

9. (a) He was *familiar to* me.
(*Familiar to* means 'known to'. The sentence, therefore, means—I recognised him without any difficulty, because he was known to me already).
(b) He was *familiar with* me.
(*Familiar with* means 'having a fairly good knowledge of', 'to

know intimately'. The sentence, therefore, means—He treated me in a friendly manner as though he knew me intimately.)

10. (a) *My friend* is ill.
(*My friend* suggests a definite person whose identity is well-known.)
(b) A *friend of mine* is ill.
(It suggests 'someone with whom I am friendly'. It is not definite and specific.)

11. (a) It is a *gold* ring. (It is a ring made of gold.)
(b) It is a *golden* ring. (The ring has the colour of gold.)

12. (a) *Have* you constipation ?
(Do you suffer from constipation at this moment ?)
(b) *Do* you *have* constipation ?
(Do you generally or habitually suffer from constipation ?)

Note—'*Do have*' is used for what is general or habitual, whereas '*have*' is used when the reference is to one particular occasion and particularly to a strict present. Note the difference in meaning between—

I have no book.
(I have no book with me at the present moment.)
I do *not have* a book.
(Not to speak of possessing a book at this moment, I do not possess a book at all.)
I *haven't* to go to college on Sunday.
(this coming Sunday only)
I *don't have* to go to college on Sunday.
(as a general rule)
I *hadn't* anything to eat.
(I had no food in my possession at that time.)
I *didn't have* anything to eat.
(I did not eat any food)

13. (a) Will you see *if* Ram has arrived yet ?
(*If* is used when the speaker wishes or hopes for a positive answer.)
(b) Will you see *whether* Ram has arrived yet ?
(*Whether* suggests a mere enquiry and the speaker is prepared for a positive or negative answer.)

14. (a) I feel ill.
(I am unwell.)
(b) I feel *sick*.
(I feel nausea or vomiting tendency.)

15. (a) *Only* he read a book.
(He read but nobody else read.)
(b) He *only* read a book.
(He read but he didn't understand it.)
(c) He read *only* a book.
(He read a book but he didn't read anything else.)

16. (a) She *often* thinks of marrying,
(She now thinks of getting married.)

(b) She thinks of marrying *often*.
(She thinks of getting married several times.)

17. (a) Ram will have *written* a letter.
(That is, the letter will be written by Ram.)
(b) Ram will have a letter *written*.
(That is, the letter will not be written by Ram.)

18. (a) He is *a* greater *soldier* than *statesman*.
(He is both a soldier and statesman but he is greater as a soldier.)
(b) He is *a* greater *soldier* than a *statesman*.
(He is a greater soldier than a statesman is. That is, he is a soldier but not a statesman.)

19. (a) My dog is better than *Mohan's*.
(My dog is better than *Mohan's* dog.)
(b) My dog is better than *Mohan*.
(My dog is better than Mohan himself.)

20. (a) *Who* is he ?
(What is his name or parentage ?)
(b) *What* is he ?
(What is his profession or social status ?
(c) *Which* is he ?
(The question inquires about a particular person out of a group of persons.)

21. (a) I *must do* this work.
(It indicates some internal compulsion.)
(b) I *have to do* this work.
(It indicates some external compulsion.)
(c) I *should do* this work.
(It indicates a sense of duty.)

22. (a) *Happily*, his father did not die.
[His father did not die and it was a happy (fortunate) thing.]
(b) His father did not die *happily*.
(His father died and his death was not a happy one.)

23. (a) *The poet and philosopher* has said so.
(The same person is both poet and philosopher and he has said so.)
(b) *The poet and the philosopher* have said so.)
(There are two persons. The one is a poet and the other a philosopher and both have said so.

24. (a) He *has black and white* cat.
(He has two cats. One is black and the other is white.)
(b) He *has a black and white* cat.
(He has only one cat. It is partly black and partly white.)

25. (a) He loves Sheela more than *I*.
(He and I love Sheela but he loves her more than I do.)
(b) He loves Sheela more than *me*.
(He loves Sheela and me but he loves her more than he loves me.)

26. (a) He is not *at home*.
(He is not in the house.)
(b) He is not *yet home*.
(He has not yet returned home from outside.)

27. (a) She is a *woman*.
(*Woman* denotes sex.)
(b) She is a *lady*.
(*Lady* denotes social rank. The sentence therefore suggests that she is not an ordinary woman.)

28. (a) Do you like *this kind of wine* ?
(Wine of this brand or make.)
(b) Do you like *wine of this* kind ?
(Wine of this quality)

29. (a) You will not find that book *so easy*.
(That book is rather difficult.)
(b) You will not find that book *so easily*.
(It would be difficult for you to get that book.)

30. (a) It is not *worth saving*.
[It (something) is so small or insignificant that it does not deserve to be saved.]
(b) It is not *worthwhile* saving.
(Saving is rather useless. It is no use saving money.)

31. (a) I shouldn't do that if I were you.
(I should refrain from doing that if....)
(b) I wouldn't do that if I were you.
(I should refuse to do that if....).

32. (a) I went *to college*.
(I went there to learn or teach.)
(b) I went *to the college*.
(I went just to see or visit the place.)

33. (a) He was *surprised by* the police.
[He was taken by surprise (caught unawares.)]
(b) He was *surprised at* the police.
(He was filled with surprise at the sight of the police.)

34. (a) The police *searched* the thief.
(The thief was caught and the police were searching his pockets etc.)
(b) The police *searched for* the thief.
(The thief was absconding. The police were trying to trace him out.)

35. (a) What *sort of* musician is he ?
(It inquires about his classification whether he is in a band or an orchestra.)
(b) What *sort of a* musician is he ?
(It inquires about his capabilities whether he is great or average or bad.)

36. (a) These books have been bought for *Leela* and *Sheela's* sake.
(Here the two persons are thought of together.)
(b) These books have been bought for *Leela's* and *Sheela's* sake.
(Here the two persons are thought of separately.)

37. (a) The tea is *fairly* hot.
(It is as hot as it should be.)
(b) The tea is *rather* hot.
(It is too hot. It is more hot than it should be.)

38. (a) Did she do it *then* ?
(Here 'then' is a part of the sentence meaning 'at that time'.)
(b) Did she do it, *then* ?
(Here 'then' stands apart from the sentence. It is an introductory adverb, and not an adverb of time.)

39. (a) He *lives* in India.
(He lives in India permanently.)
(b) He *is living* in India.
(He is in India at present but does not live here permanently.)

40. (a) I *dare to* say.
(I have the courage to say. I am bold enough to say.)
(b) I *dare* say.
(I believe or think likely.)

41. (a) He is *dying*. (expiring, on the point of death.)
(b) He is *dyeing*. (colouring a piece of cloth.)

42. (a) It is *lawful*. (not against law)
(b) It is *legal*. (sanctioned and recognised by law)

43. (a) Which do you like *best* ?
(The sentence indicates that one's liking is dependent upon a comparison between the qualities of the things amongst which one has to choose.)
(b) Which do you like *most* ? (The sentence indicates that one's liking is a mere personal preference without any comparison. In other words, the sentence means—'What is your choice' without giving reasons for it.)

44. (a) I should have liked *to go*. (The sentence expresses a desire that is a past one.)
(b) I should like *to have gone*. (The sentence expresses a desire that is a present one.)

45. (a) He *may* have been injured. (The possibility of his being injured still exists.)
(b) He *might* have been injured. (The possibility of his being injured existed in the past but it does not exist any longer.)

46. (a) I am *at fault*. (I am puzzled.)
(b) I am *in fault*. (I am to blame.)

47. (a) I am *tired of* writing. (I am exhausted.)
(b) I am *tired with* writing. (I am disgusted.)

48. (a) She is the *best poetess*. (best of all the female poets.)

(b) She is the *best poet*. (best of all the poets, male and female taken together)

49. (a) Speak *or* die. (You shall die if you do not speak.)
    (b) Speak *and* die. (You shall die if you speak.)

50. (a) He appears *to be ill*. (He seems to be ill at present.)
    (b) He appears *to have been ill*. (He was ill but is not so now.)

51. (a) He *may have gone*. (I am not sure if he has gone.)
    (b) He *might have gone*. (He did not go although he could.)

52. (a) Poor *as* he is. (although he is poor.)
    (b) *As* he is poor. (because he is poor.)

53. (a) He reached *safe*. (He was safe and sound when he reached.)
    (b) He reached *safely*. (He reached without any trouble on his way)

54. (a) He works *hard*. (He labours hard.)
    (b) He *hardly* works. (He does not labour.)

55. (a) He went *to market*. (to buy something.)
    (b) He went *to the market*. (for some other purpose, not to buy anything.)

56. (a) He *thinks little* of me. (He has a poor opinion about me.)
    (b) He *little thinks* of me. (He does not remember me.)

57. (a) Go to college *direct*. (Go without stopping anywhere on the way.)
    (b) Go to college *directly*. (Go at once without any delay.)

58. (a) Ram *alone did it*. (nobody except Ram did it.)
    (b) Ram *did it alone*. (Ram did it without anybody's help.)

59. (a) She is still standing. (continues to stand)
    (b) She is standing still. (standing motionless)

60. (a) Tell me clearly what you saw. (telling clearly)
    (b) Tell me what you saw clearly. (seeing clearly)

□□□

CHAPTER XV

RE-WRITING IN SIMPLE ENGLISH

(A)

Re-write the following sentences in simple English, avoiding round-about expressions—

1. The clerk *was given the sack*. (was discharged.)
2. He speaks as though he had the *Elgin marbles* in his mouth. (He speaks in an affected tone.)
3. We partook of *a cup that cheers but not inebriates*. (We had tea/coffee.)
4. I *spotted* him two points. (allowed)
5. He is a *professor of the tonsorial art*. (He is a barber.)
6. He is a *hair-dresser*. (He is a barber.)
7. I can't tolerate his *minatory expressions*. (threats)
8. *Culinary department*. (kitchen)
9. *Culinary knowledge*. (art of cooking)
10. He is the *head of the culinary department*. (He is the head cook.)
11. To trip *the light fantastic toe*. (to dance.)
12. This is my dear *lady-dog*. (bitch.)
13. He is a *Solomon*. (He is a *wise man*.)
14. The *sacred page*. (The Bible)
15. He *showed a clean pair of heels*. (He escaped with speed.)
16. He is *burning the candle at both ends*. (He lives recklessly.)
17. He always tries *to feather his own nest*. (to enrich himself)
18. To *face the music*. (to accept something unpleasant)
19. He *shook in his shoes*. (was frightened)
20. *Discord fell on the music of his cord*. (He went mad.)
21. The *finny denizens of the deep* look very lovely. (fish)
22. The *adverse climatic conditions*. (bad weather)
23. A *succulent bivalve*. (oyster)
24. The *lords of creation*. (mankind)
25. The *weaker vessel*. (womankind)
26. A gentleman's *gentleman*. (attendant)
27. The *nuptial tie*. (marriage)
28. He is a *medical attendant/adviser*. (doctor)
29. *The hand that rocked the cradle has kicked the bucket*. (mother has died)
30. He is not *quite exact* in his statement. (He is a liar. He tells a lie.)
31. His statement *suffers from terminological inexactitude*. (He tells a lie.)
32. The *heavens are bare*. (The sky is clear.)
33. *The pen is mightier than the sword*. (An author is superior to a soldier.)

34. *To put a ceiling* on prices. (to control prices)
35. *To draw the long bow*. (to exaggerate)
36. His soul *left for its heavenly abode*. (died)
37. He *breathed his last*. (died)
38. It is *all over with* him. (died)
39. He *departed from this world*. (died)
40. He *passed away*. (died)
41. He sleeps the *sleep that knows no breaking*. (He is dead.)
42. He has *joined the great majority*. (died)
43. He was *gathered to his forefathers*. (died)
44. He *closed his busy life*. (died)
45. *Death laid his icy hand* on him. (died)
46. He *gave up the ghost*. (died)
47. He *went the way of all flesh*. (died)
48. He *paid the debt to Nature*. (died)
49. He *fables not*. (He speaks the truth.)
50. He is *no mean* thinker. (He is a great thinker.)
51. He is singularly *unfortunate in his dealings* with his wife. (He is not on happy terms with his wife.)
52. He *partook of* his meal. (He ate his meal.)
53. I feel an *aching void*. (I feel hungry.)
54. The *inner man* must be satisfied. (the stomach)
55. He is a *meat purveyor*. (butcher)
56. He is *an operative*. (He is a workman.)
57. Do you like the *fragrant weed* ? (tobacco)
58. This is a *canine specimen*. (This is a dog.)
59. There was a lot of *transformation of capital*. (There was a lot of expenditure.)
60. He *was made a recipient* of a gift. (He received a gift.)
61. *Silver and gold* have I none. (I have no money.)
62. He had been *Her Majesty's guest*. (He had been a prisoner.)
63. There is a *mixture of the lion and the fox* in him. (He is strong and clever.)
64. He has reached the *evening of his life*. (He has grown old.)
65. He is the *Nestor of* his service. (the oldest man)
66. She lay all night on her *sleepless pillow*. (She did not sleep.)
67. The soldier is worthy of his *steel*. (worthy of his sword)
68. His *prominent feature* was like an eagle's beak. (his nose)
69. It was blown away by the *viewless couriers of the air*. (by the winds)
70. Are you interested in *Euclid* ? (geometry)
71. His *snowy locks* look lovely. (grey hair)
72. The thief was *put in irons*. (was fettered)
73. He resembles *the animal that brouses on thistle*. [He is (or is like) an ass.]
74. He *was put away*. (was murdered)
75. He is a *legal adviser*. (He is a lawyer.)
76. His action is *not friendly*. (is inimical)
77. I had *no little* difficulty. (I had a lot of difficulty.)

78. *Natal* day. (birthday)
79. *Nocturnal* watch. (night watch)
80. The *shining leather* that covers our limbs. (skin)
81. Then I felt like some *watcher of the skies*. (astronomer)
82. This *festive board* is lovely. (dinner-table)

(B)

Re-write the following sentences in simple English, avoiding abstract language, repetitions or glamorous words—

1. He extinguished the terrible conflagration. (He put out the fire.)
2. You will get assistance from me in the eventuality of this being the case. (If this is so, I will help you.)
3. The matter is under active consideration. (The matter is under consideration or is being considered.)
4. I sustained injuries. (I received injuries, or I was injured.)
5. At the *psychological moment*. (At the right moment)
6. I have not seen him *for ages*. (for a long time)
7. He *drank oceans* of tea. (plenty)
8. He made a speech of *an offensive character*. (made an offensive speech)
9. It is an *investigation of an impartial character*. (an impartial investigation)
10. I don't find myself in entire agreement with you. (I don't fully agree with you.)
11. He was conveyed to his place of residence in an intoxicated condition. (He was carried home drunk.)
12. He was involved in an accident. (He met with an accident.)
13. He sustained injuries of a serious nature. (He received serious injuries.)
14. He received medical attention. (He was treated by a doctor.)
15. This post is of temporary nature. (This post is temporary.)
16. I called into requisition the services of a medical attendant. (I sent for a doctor.)
17. Owing to repeated deviations from the recognised principles of honesty he received orders for dismissal. (He was dismissed for dishonesty.)
18. A vastly huge concourse gathered to witness the awfully grand spectacle. (A crowd gathered to see the grand sight.)
19. What is the ordinary beverage of the urban population ? (What is the usual drink of townsmen ?)
20. What is the position with regard to the availability of a house ? (Is a house available ?)
21. The implementation of this plan would involve the expenditure of a vast sum of money. (This plan would be very costly.)
22. The situation with regard to export of sugar has shown a slight improvement. (Sugar-export has improved a little.)
23. He died in indigent circumstances. (He died in poverty.)
24. There is a mutual agreement between the two parties. (There is an agreement.)
25. Both he and she are absent. (He and she are absent.)

26. My watch is *in good order*. (in order)
27. His answer was *in the affirmative/in the negative*. (His answer was yes/no.)
28. She has *performed her ablutions*. (She has washed herself.)
29. Who *took the initiative* ? (Who began ?)
30. Your remark produces awfully painful sensations. (Your remark hurts.)
31. The train was running with great velocity. (The train was running very fast.)
32. Are you not labouring under a delusion of a serious nature ? (Are you not making a serious mistake ?)
33. She suffers from *somnambulism*. (sleep-walking)
34. His case is *of a hopeful nature*. (is hopeful)
35. Have you seen his *residence* ? (house)
36. How does he *amble* ? (walk)
37. He has *cogitated*. (reflected)
38. His behaviour is *puerile*. (boyish)
39. This *bellicose* activity should be condemned. (warlike)
40. Several *implements* were used. (tools)
41. How does he *confabulate* ? (talk)
42. He has seen many a *vicissitude*. (change)
43. He is an *erudite*. (learned person)
44. The *generality of leaders*. (most leaders)
45. I have nothing to report *in this connection/with regard to this/with respect to this*. (I have nothing to report about this.)

(C)

Re-write the following sentences in idiomatic English, avoiding slang/vulgarism/colloquialism—

1. I am going to the *eats*. (to a hotel)
2. *Aren't* I ? (*Am not* I ?)
3. I have had a *ripping time*. (good time)
4. He has a *dicky heart*. (weak heart)
5. He is a *sharper*. (swindler, gambler)
6. She is *awfully jolly*. (very, extremely)
7. That transaction was rather *fishy*. (suspicious)
8. He is a *reverend*. (clergyman)
9. He is a *gent*. (gentleman)
10. My tooth is *paining*. (aching)
11. I felt I could afford *to chuck medicine*. (I felt........to give up medicine.)
12. She could *on a pinch* sell her ornaments. (if necessary, if in difficulty)
13. I had a *bit of* luck. (a stroke of, a piece of)
14. It's *me*. (It's I)
15. *Me* have won. (I have won)
16. He is an *old Bull*. (a seasoned criminal)
17. Rotten egg. (a worthless fellow)
18. Your letter of 25th *ult*. (of the last month)
19. Your letter of 25th *inst*. (of this month)

20. All the papers made a great *to-do* about it. (All the papers gave it a great deal of publicity.)
21. *May be* I shall go. (perhaps)
22. Would you please *signature* this letter ? (sign)
23. I don't *suspicion* him. (suspect)
24. I don't like to *occasion* you any inconvenience. (cause)
25. Give me an *overall* picture. (complete)
26. Do you wear *pants* ? (trousers)
27. Please send the books *per* parcel post. (by)

□□□

CHAPTER XVI

ANALYSIS

Analysis का अर्थ होता है वाक्य के अंगों या अंशों को अलग-अलग कर उनकी जाँच करना। सुविधा की दृष्टि से इस कार्य को हम तीन भागों में बाँट सकते हैं—

(A) *First stage* : वाक्य के clauses को अलग-अलग करना।

(B) *Second stage* : उन clauses का नामकरण करना।

(C) *Third stage* : वाक्य का नामकरण करना।

(A) FIRST STAGE

How To Find Out Clauses

सबसे पहले हमें यह देखना है कि clause किसे कहते हैं, क्योंकि इसके बिना clauses को अलग-अलग किया ही नहीं जा सकता। कुछ लोग दिये हुए वाक्य को अन्दाज से कई टुकड़ों में बाँट देते हैं। यह तरीका ठीक नहीं। यह तो सच है कि clause किसी sentence का एक भाग होता है; पर sentence का हर भाग clause नहीं भी हो सकता है।

Sentence के उस भाग (part) को clause कहते हैं जिसमें Subject और Finite Verb हों। यदि Subject और उसके Finite Verb का पता लग जाए, तो clauses आप-से-आप अलग हो जाएँगे, पर कुछ लोगों को इनका (Subject और Verb का) पता ही नहीं चलता। इसलिए यहाँ इन दोनों पर विस्तारपूर्वक विचार करना आवश्यक है।

How To Find Out The Subject

आप जानते हैं कि केवल Noun या उसके equivalents (जो शब्द Noun का काम करें) ही Subject हो सकते हैं; जैसे—

1. NOUN—This *book* is good.
2. PRONOUN—*He* is a good man.
3. INFINITIVE—*To walk* is healthy.
4. GERUND—*Walking* is good.
5. PHRASE—*What to do* is difficult to decide.
6. CLAUSE—*What he says* is quite right.

इस तालिका (chart) की मदद से आप Subject को आसानी से पहचान ले सकते हैं।

How To Find Out The Finite Verb

Finite Verb उस Verb को कहते हैं जिसका Number और Person Subject के अनुसार होता है; जैसे—

1. We go. 2. He goes.

पहले वाक्य का Subject (We) plural है। इसलिए यहां Verb plural है। अतः 'go' Finite Verb है। इसी प्रकार, दूसरे वाक्य में Verb (goes) singular है, क्योंकि subject (He) singular है। इसलिए goes भी Finite Verb है।

Note (a)—जिस Verb का Number और Person Subject के अनुसार नहीं होता अर्थात् जो Subject की परवाह नहीं करके सदा स्वतन्त्र रूप में रहता है, उसे Absolute

Verb कहते हैं। ये Absolute Verbs तीन प्रकार के होते हैं—

1. Infinitive—I like *to walk*.
2. Gerund—I am fond of *walking*.
3. Participle—

(i) Present Participle—*Going* there he saw a tiger.
(ii) Past Participle—*Having gone* there he saw a tiger.

तो, इस प्रकार Finite Verb और Absolute Verb में बहुत अन्तर है। Finite Verb सदा Subject के अनुसार होता है पर Absolute Verb कभी भी Subject के अनुसार नहीं होता; जैसे—

1. *Having gone* there *he* saw a tiger.
2. *Having gone* there *they* saw a tiger.

पहले वाक्य में Subject (he) Singular है और दूसरे में (they) Plural; पर Verb का रूप एक ही है। यही लक्षण Infinitive और Gerund का भी है।

इसलिए Absolute Verb को कभी भी Finite Verb नहीं समझना चाहिए, नहीं तो clauses ठीक-ठीक अलग हो ही नहीं सकते।

Note (b)—कभी-कभी Infinitive (to+verb) का *to* चिह्न छिपा रहता है और केवल verb का प्रयोग होता है। इन वाक्यों को लें—

1. He can *speak*.
2. He should *speak*.
3. He must *speak*.
4. He had better *speak*.
5. I made him *speak*.
6. He did nothing but *speak*.

यहाँ speak है Infinitive, Finite Verb नहीं। इसे Infinitive without *to* कहा जा सकता है। इसलिए ऐसे Infinitive को Finite verb का एक भाग मान लेना चाहिए; इसे Finite verb नहीं समझना चाहिए। इस प्रकार, इन सभी वाक्यों में केवल एक-एक Finite verb है—can speak, should speak, must speak, had better speak.

Elliptical (Contracted) Sentences

Rule I. आपको कुछ ऐसे वाक्य मिलेंगे जिनमें दो-दो Subject रहते हैं, पर उनके लिए एक ही Verb का प्रयोग होता है। ऐसा होता है उन वाक्यों में जिनमें *or, nor, as well as, and not, but, not only..but also* या *and therefore* का प्रयोग होता है। ऐसे वाक्यों को अलग-अलग clause का रूप देना चाहिए और यह तभी हो सकता है जब आप दोनों Subjects के लिए अलग-अलग Verb का प्रयोग करेंगे। इन वाक्यों पर ध्यान दें—

1. Neither *this man came* nor *that*.
   (a) Neither this man came.
   (b) Nor that (man) came.
2. *He* as well as *I is* to blame.
   (a) He is to blame.
   (b) I am to blame.
3. *He is* poor *but* meritorious.
   (a) He is poor.
   (b) But (he) is meritorious.

4. He, *and not* I, is guilty.
   (a) He is guilty.
   (b) I am not guilty.
5. *Not only* he *but* also his friends were arrested.
   (a) He was arrested.
   (b) His friends were arrested.
6. He is rich, *and therefore* happy.
   (a) He is rich.
   (b) He is happy.

Note—जब एक से अधिक Subject को and के द्वारा जोड़ा जाता है, तब उन सभी Subjects को एक ही माना जाता है और इसलिए उन्हें अलग-अलग clauses में बाँटना नहीं चाहिए; जैसे—

Ram, Mohan and Sohan are friends.

इस वाक्य में एक ही clause है, तीन नहीं। यदि इसका Analysis उस प्रकार कर दिया जाय—(a) Ram is a friend. (b) Mohan is a friend. (c) Sohan is a friend. —तो यह अनुचित होगा।

Rule II. अब आप ऐसे वाक्यों को देखें जिनमें एक ही Subject रहता है, पर एक से अधिक Verb—

He *came* and *gave* me a letter.

ऐसे वाक्यों में जितने Finite Verbs रहते हैं उतने ही clauses होते हैं। इसलिए उन सभी छिपे हुए Subjects को प्रकट कर देना चाहिए और तब clauses का अलग-अलग रूप देना चाहिए; जैसे—

1. He came and gave me a letter.
   (a) He came.
   (b) He gave me a letter.

एक और उदाहरण लें—

2. He lifted a gun, took aim and fired.
   (a) He lifted a gun.
   (b) He took aim.
   (c) He fired.

Rule III. As और Than के बाद कभी-कभी Subject तथा Verb दोनों ही छिपे हुए रहते हैं। ऐसे clauses को अलग करते समय उन्हें प्रकट कर देना चाहिए और उन्हें अलग-अलग clauses का रूप देना चाहिए; जैसे—

1. Come as soon as you can.
   (a) Come.
   (b) As soon as you can (come).
2. He writes as fast as possible.
   (a) He writes.
   (b) As fast as (it is) possible.
3. This is the same pen as mine.
   (a) This is the same pen.
   (b) As mine (my pen) is.

4. He is better than I.
   (a) He is better.
   (b) Than I (am).

Rule IV. इस सम्बन्ध में यह भी जान लेना अच्छा होगा कि कभी-कभी if, though, when, unless, till, while और whether......or के बाद *Subject* और *Verb* (*to be*) छिपे रहते हैं। इसलिए clauses को अलग करते समय छिपे हुए Subject और Verb को प्रकट कर देना चाहिए और तब उन्हें एक clause का रूप देना चाहिए; जैसे—

1. Though badly defeated, he did not leave the field.
   (a) Though (he was) badly defeated.
   (b) He did not leave the field.
2. He lost his way while walking at night.
   (a) He lost his way.
   (b) While (he was) walking at night.
3. I will send papers if (when) called for.
   (a) I will send papers.
   (b) If (they are) called for.
4. His argument, whether right or wrong, goes on endlessly.
   (a) His argument goes on endlessly.
   (b) Whether (it is) right or wrong.
5. It should be preserved till required/necessary.
   (a) It should be preserved.
   (b) Till (it is) required.

Rule V. As if या As though से शुरू होने वाले clause को एक ही Subordinate Clause मानना चाहिए; जैसे—

He memorised his lesson as if he were a parrot.
(a) He memorised his lesson.
(b) As if he were a parrot.

कुछ लोग as if को दो clauses मानते हैं, क्योंकि वे समझते हैं कि as if=as+if. इस दृष्टि से ऊपर दिये गये वाक्य के तीन clauses इस प्रकार हो जाएँगे—

(a) He memorised his lesson.
(b) As he would have memorised.
(c) If he were a parrot.

पर आप as if या as though को एक ही conjunction मानें, तो अच्छा हो।

ऊपर दिये गये इन नियमों की सहायता से आप आसानी से clauses को चुन लेंगे और आपको यह भी पता चल जायगा कि ये clauses Principal हैं या Subordinate. इस प्रकार आप Analysis के First Stage को आसानी से पार कर लेंगे।

(B) SECOND STAGE

How To Name Clauses

अब हम Analysis की दूसरी और सबसे बड़ी मंजिल में प्रवेश करते हैं। यहाँ यह विचार करना होता है कि अमुक clauses किस प्रकार के हैं। तो प्रश्न उठता है कि clauses कितने प्रकार के होते हैं। हम सभी clauses को पहले दो भागों में बांट दे सकते हैं—

1. Principal or Main or Independent.

2. Subordinate or Dependent.

Subordinate Clauses तीन प्रकार के होते हैं—

1. Adverb Clause 2. Adjective Clause 3. Noun Clause.

How To Find Out Principal and Subordinate Clauses

Rule I. जो clauses इन subordinating conjunctions से आरंभ होते हैं वे Subordinate Clauses होते हैं और जो clauses इन subordinating conjunctions से आरंभ नहीं होते वे Principal Clauses होते हैं। Subordinating conjunctions ये हैं—

> as, as if, as though, as much as, as far as, according as, after, as soon as, before, because, since, that, so that, provided, provided that, notwithstanding that, than, though (although), who, which, what, how, if, whether, until, unless, when and where.

इन वाक्यों को लें—

1. *As* he is ill, he is absent.
2. He behaves *as if* he were a king.
3. I will help you *as far as* I can.
4. I do not know *when* he will come.
5. I know *where* he lives.

इन वाक्यों में as, as if, as far as, when और where से आरंभ होने वाले clauses Subordinate हैं और बाकी Principal.

Note (a)—*Who/Which/When/Where* से आरंभ होने वाले clauses Principal भी हो सकते हैं जब इनका प्रयोग continuative sense में होता है, restrictive sense में नहीं। यह समस्या वहाँ उठती है जहाँ इनके पहले Noun और Comma दोनों ही रहते हैं, जिसकी चर्चा More Hints On Principal Clause and Subordinate Clause के प्रसंग में विस्तारपूर्वक की जाएगी।

Note (b)—कभी-कभी *But* का प्रयोग Relative Pronoun की तरह होता है और उसका (but का) अर्थ होता है *who not/that not* (जो नहीं)। ऐसे but-clauses सदा subordinate clauses होते हैं; जैसे—

There is no teacher/but loves good students.

Rule II. कभी-कभी *Should, Were* और *Had* का अर्थ 'अगर' (if) होता है; जैसे—

1. *Should* you appoint him, he would be obliged.
2. *Were* he here, he would help me.
3. *Had* there been rain, there would have been good crops.

ऐसी अवस्था में Should/Were/Had + clause सदा Subordinate Clause होता है। आप आगे देखेंगे कि ऐसे clauses सदा Adverb Clauses होते हैं।

Rule III. जब *once* का अर्थ 'अगर एक बार' ('एक बार' नहीं) हो तो, वह clause Subordinate होता है और सदा Adverb Clause होता है; जैसे—

Once you move ahead, you cannot go back.

यहाँ once का अर्थ 'अगर एक बार (if once)' है। इसलिए यहाँ once + clause

Subordinate है।

Rule IV. कुछ ऐसे भी वाक्य होते हैं, जिनका पहला clause Imperative sentence होता है और दूसरा Assertive (Imperative+and+Assertive); जैसे—

Give me blood, and I will give you freedom.

ऐसे वाक्यों के पहले clause से (अर्थात् Imperative sentence से) एक condition (शर्त) का बोध होता है। यहाँ Give me blood का अर्थ है—If you give me blood. इसलिए ऐसे Imperative sentences को Subordinate Clause मानना चाहिए। आप आगे देखेंगे कि ये सदा Adverb Clause होते हैं। यहाँ आप इतना ही देखें कि ऐसे वाक्यों में Imperative sentence और Assertive sentence के बीच and आता है और and के पहले comma रहता है।

Rule V. कुछ वाक्यों की बनावट इस प्रकार की होती है—

The+Comparative Degree, *the*+Comparative Degree; जैसे—

The more you have, *the more* you want.

ऐसे The....The-clauses से Degree का बोध होता है। इसलिए ऐसे वाक्यों का पहला The-clause subordinate (Adv.) होता है और दूसरा Principal.

Rule VI. For से शुरू होने वाला clause coordinate to Principal होता है। कुछ लोग ऐसे clause को Subordinate मानते हैं, जो उचित नहीं। इसका कारण यह है कि *for-clause* से सूचना/व्याख्या (information/explanation) का बोध होता है, कारण (causc) का नहीं।

Rule VII. However से शुरू होने वाला clause Principal होता है और Subordinate भी। जब however के पहले और बाद भी comma रहता है तो वह Principal clause होता है, पर जब सिर्फ इसके पहले comma रहता है (पर बाद में नहीं) तो वह Subordinate clause होता है; जैसे—

1. You have committed a grave offence, *however*, I excuse you this time.
2. You will fail, *however* hard you may try.

यहाँ पहले वाक्य में however से शुरू होने वाला clause Principal Clause है, पर दूसरे में Subordinate.

Rule VIII. जब दो clauses के बीच न comma रहे और न Conjunction, तो पहला clause Principal होता है और दूसरा Subordinate. याद रखें कि ऐसे वाक्यों में that, which, whom, when आदि Relative Pronouns/Relative Adverbs छिपे रहते हैं। इन वाक्यों को देखें—

1. I hope you are well=I hope that you are well.
2. The food you eat is pure=The food that (which) you eat is pure.

इसलिए यहाँ you are well तथा you eat हैं Subordinate Clauses और I hope तथा The food is pure हैं Principal Clauses.

कुछ और वाक्य लें

1. The book/I bought yesterday/is mine.
2. The boy/you are looking at/is my brother.

3. The man/you are speaking to/is my uncle.
4. The time/he came/was good.

यहाँ I bought yesterday, you are looking at, you are speaking to तथा he came हैं Subordinate Clauses और बाकी हैं Principal Clauses.

Note (a)—Coordinate clauses

Coordinate clause का अर्थ होता है—of equal rank, अर्थात् बराबर श्रेणी का। यही कारण है कि Principal clause का भी coordinate होता है और Subordinate clause का भी।

दो या दो से अधिक Principal clauses तब coordinate होते हैं जब वे Coordinating conjunction से जोड़े जाते हैं। इन वाक्यों को देखें—

1. He took aim/*and*/fired.
2. He went home/*and*/saw his mother.
3. He is poor/*but*/very intelligent.
4. He/*as well as*/ she is very intelligent.

इन वाक्यों के दोनों ही भाग (clauses) Principal clause हैं। इसलिए पहले भाग को P. C. कहा जाता है और दूसरे को coordinate to P. C.; जैसे—

1. He took aim and fired.
   (a) He took aim———P. C.
   (b) He fired———coordinate to P. C.

जब एक ही प्रकार के दो या दो से अधिक Subordinate clauses किसी coordinating conjunction से जोड़े जाते हैं, तो वे Coordinate clauses होते हैं; जैसे—

1. Tell me/where she lives/*and*/when she will return.
2. I don't know/when he will take his exam./or/whether he will take his exam. at all.

यहाँ दो-दो Noun clauses जोड़े गये हैं coordinating conjunction (and/or) के द्वारा। इसलिए ये Coordinate Noun clause हैं—

(a) Tell me——P. C.
(b) Where she lives——N. C.
(c) When she will return—coordinate to N. C. (b).

Coordinate conjunctions ये हैं—

and, both......and, as well as, but, not only......but also, or, either......or, neither......nor, for.

Note (b)—Interrogative Clauses

Principal और Subordinate Clauses पर विचार करते समय हम जरा एक विशेष प्रकार के Interrogative sentences को भी देखें—

1. The weather is very fine today, isn't it ?
2. These things will not be needed any more, will they ?

यहाँ पहले वाक्य में दो clauses हैं— (a) The weather is very fine today और (b) isn't it ? इसी प्रकार, दूसरे वाक्य में भी दो clauses हैं—(a) These things

will not be needed any more,

(b) will they ?

कुछ लोगों का मत है कि ऐसे Interrogative sentences के दोनों ही clauses को Principal Clauses माना जाए। आप भी ऐसा कर सकते हैं। पर मेरा विचार है कि ऐसी अवस्था में आप इन दोनों ही clauses को केवल एक Principal Clause मानें, क्योंकि ऐसे दो clauses एक ही वाक्य के अभिन्न अंग होते हैं। इस दृष्टि से ऊपर दिये गये दोनों ही Interrogative sentences का analysis इस प्रकार होगा—

1. The weather is very fine today, isn't it ?—P. C.
2. These things will not be needed any more, will they ?—P. C.

कुछ लोग ऐसे clauses को Interrogative Clauses के नाम से पुकारते हैं, पर यदि आप इन्हें Principal Clauses मानें, तो अच्छा हो।

Note (c)—Parenthetical Clauses

इन वाक्यों की बनावट पर ध्यान दें—

1. Experience, they say, is the best teacher.
2. You are all well, I hope.
3. You see, we lost our way in the forest.

यहां पहला वाक्य है—Experience is the best teacher और इसके साथ they say को लगा दिया गया है। वास्तव में, they say का वाक्य से कोई भी सम्बन्ध नहीं है और इसलिए comma के द्वारा इसे वाक्य से अलग कर दिया गया है। दूसरे वाक्य में भी I hope का वाक्य से कोई सम्बन्ध नहीं और इसलिए इसे भी comma के द्वारा वाक्य से अलग कर दिया गया है। तीसरे वाक्य में भी you see को comma के द्वारा वाक्य से अलग रखा गया है, क्योंकि वाक्य से इसका कोई भी सम्बन्ध नहीं है। आप देखेंगे कि बहुत-से वाक्यों में I hope, I expect, I believe, I suppose, they say, you see इत्यादि प्रकार के clauses लगे रहते हैं, पर वास्तव में, वाक्य से इनका कोई भी सम्बन्ध नहीं रहता। इसलिए ये comma या dash के द्वारा वाक्य से अलग रखे जाते हैं। ऐसे clauses को Parenthetical clauses कहा जाता है। इसका अर्थ यह है कि ये न तो Principal clauses होते हैं और न Subordinate ही।

आप देखेंगे कि ऐसे clauses कभी तो वाक्य के आरम्भ में रहते हैं, कभी बीच में और कभी अन्त में, पर ये comma या dash के द्वारा वाक्य से अलग रखे जाते हैं। आप इन्हें Principal Clause मत समझ लें। याद रखें कि जब I hope, I believe, they say इत्यादि clauses Principal Clauses होते हैं, तो इनके बाद comma या dash का प्रयोग कभी भी नहीं हो सकता। इन वाक्यों को देखें—

1. You are well, I hope. 2. I hope you are well.

यहां पहले वाक्य में I hope एक Parenthetical Clause है, क्योंकि इसके पहले comma आ गया है, पर दूसरे वाक्य में I hope के बाद comma नहीं आया है और न आना ही चाहिए, क्योंकि यहां यह एक Principal Clause है। इस नियम का ध्यान रखकर इसका analysis इस प्रकार करें—

1. You are well, I hope.
   (a) You are well—Principal clause.
   (b) I hope.—Parenthetical clause.

2. I hope you are well.
   (a) I hope—Principal clause.
   (b) You are well—Subordinate clause (N. C.).

कुछ और उदाहरण लें—

1. Experience, they say, is the best teacher.
   (a) Experience is the best teacher—P. C.
   (b) They say—Parenthetical clause.
2. They say experience is the best teacher.
   (a) They say—P. C.
   (b) Experience....teacher—S. C.

इस प्रकार Principal और Subordinate Clauses को चुन लेने के बाद हमें यह देखना चाहिए कि Subordinate Clauses किस प्रकार के हैं। इसलिए अब तीनों प्रकार के Subordinate Clauses को लें और उन्हें पहचानने का प्रयत्न करें।

How To Find Out Adverb Clauses

Rule I. जो clauses इन Subordinating conjunctions से आरम्भ होते हैं वे Adverb clause होते हैं—

as, as if, as though, as soon as, as long as, as far as, as much as, after, before, because, considering that, if, in order that, in case, in that, in as much as, lest, not withstanding that, provided, provided that, since, so far as, so that, now that, that than,* though, until, unless, where, wherever, when, whenever, while, whether....or not, however+adj/adverb.

इन वाक्यों को देखें—

1. As he is ill, he is absent.
2. Play while you play.
3. He went home after he had finished his work.
4. Don't get down until the train stops.
5. You won't pass unless you work very hard.
6. He won't pass however hard he may work.
7. He works hard that (so that) he may pass.
8. He was late since it was raining.
9. Two hours have passed since he fell asleep.
10. Though (although) he is poor, he is very happy.
11. Take an umbrella in case it rains.
12. Now that he has surrendered, he should be pardoned.

वाक्य में Adverb clauses भिन्न-भिन्न प्रकार के भाव व्यक्त करते हैं। इस पर विस्तारपूर्वक विचार करें।

(I) Principal clause+Adverb clause of Time

कुछ Adverb clauses से समय (time) का भाव व्यक्त होता है और इनकी बनावट

होती है—

I

P. C.	+Adverb clause (showing time)
I saw her	as (while) she was getting off the bus.
Please wait here	until I come back.
No sooner had I started	than it began to rain.
I will go out	after she comes back.
Hardly/Scarcely had I started	when it began to rain.

II

Adverb clause (showing time)	+P. C.
When he returned home	he found the gate closed.
Whenever he comes here	he brings sweets.
While there is life	there is hope.

इन वाक्यों को भी देखें—

1. He finished the work before he went to bed.
2. We thought only of our past glories when we were slaves.
3. She cooked fish, while I listened to the radio.
4. As soon as he fell asleep, he had a dream.
5. No sooner did he go to bed than he fell asleep.
6. Hardly (scarcely) had he started when it began to rain.
7. The patient died the moment the doctor arrived.
8. As long as I live, I shall remain grateful to him.
9. I will finish the work, as quickly as I can.
10. I haven't seen him since he left this place.

Adverb clause of Time इन Subordinating conjunctions से आरम्भ होते हैं—

as, after, as soon as, as long as, as quickly as, before, when, whenever, while, since, till, than, until, the moment/the minute.

Note (a)—No sooner से आरम्भ होने वाला clause होता है Principal और than से आरम्भ होने वाला होता है Adverb clause; जैसे—.

No sooner had the thief entered than I woke up.

(a) No sooner had the thief entered—P. C.

(a) Than I woke up—Adv. Cl.

Note (b)—As soon as से आरम्भ होने वाला clause होता है Adverb और दूसरा होता है Principal; जैसे—

As soon as he started, it began to rain.

(a) As soon as he started—Adv. Cl.
(b) It began to rain — P. C.

Note (c)—Hardly/Scarcely से आरम्भ होने वाला clause होता है Principal clause और when से आरम्भ होने वाला होता है Adverb clause; जैसे—

Hardly/Scarcely had I started when it began to rain.
(a) Hardly (scarcely) had I started—P. C.
(b) When it began to rain—Adv. Cl.

Note (d)—The moment/the minute से आरम्भ होने वाला clause होता है Adverb clause, क्योंकि इसका अर्थ होता है— ज्योंही/जिस समय ।

Exercise 1. *Make meaningful sentences from this table—*

1	2	3	4	5
No sooner	did	the teacher leave the class	when	I climbed a tree.
Scarcely	had	he gone to bed	than	he got a shock.
No sooner	did	a tiger appear	when	pupils began to quarrel.
Hardly	had	he touched the wire	than	he fell asleep.

Exercise 2. *Complete these sentences—*

1	2	3	4	5
Hardly	had	I reached the bus stop	when	————————
No sooner	did	the police arrive	than	————————
No sooner	did	the sun set	than	————————
No sooner	did	we start the play	than	————————
Scarcely	had	the train stopped	when	————————
Hardly	had	the bus arrived	when	————————
No sooner	did	I start writing	than	————————

(II) P. C. + Adverb Clause of Place

कुछ Adverb clauses से स्थान (place) का बोध होता है और इनकी बनावट होती है—

P. C.	+ Adverb clause (showing place)
I play	where they play.
He helps everybody	wherever he goes.

कुछ और वाक्य लें—

1. I live where he lives.
2. He feels happy wherever he lives.
3. Where there is a will there is a way.

ध्यान दें कि Adverb Clause of Place इन Subordinating conjunctions से आरम्भ होते हैं—

where, wherever

Exercise 3. *Match the sentences under* **A** *and* **B**—

A	B
The air is hot	where there is a sea
The place is noisy	where there are honest men
The air is cool	where there is a desert
The place is good	where there is a bus-stop

(III) P. C. + Adverb Clause of Condition

कुछ Adverb clauses से शर्त (condition) का बोध होता है और इनकी बनावट होती है—

P. C. + Adverb clause [showing condition]
or
Adverb clause [showing condition] + P. C.

1. If you work hard, you will get success.
2. Unless you work hard, you can't get success.
3. Write to me in case you need money.
4. He has to do the work, whether he likes it or not.
5. Had he gone to Delhi, he would have seen the Red Fort.
6. Were I the Chief Minister, I would abolish examinations.
7. You may stay here so long as you behave well.
8. Whether I get bouquets or brickbats, I will do my duties well.
9. Supposing it rains, what will you do ?
10. You may take this book provided you return it to me in a week.

ध्यान दें कि ऐसे Adverb clauses इन Subordinating conjunctions से आरम्भ होते हैं—

if, unless, in case, supposing, provided, provided that, on condition that, so long as, whether . . . or, whether . . . . or not.

Note (a)—Should/Were/Had = If [अगर].

कभी-कभी वाक्य में if का प्रयोग नहीं होता और if (अगर) का अर्थ प्रकट करने के लिए वाक्य के आरम्भ में should/were/had का प्रयोग होता है। इसलिए इनसे आरम्भ होने वाले clauses भी Adverb clauses of condition होते हैं—

1. Should you like this book, please write to me.
2. Were I a bird, I would fly to her.
3. Had I visited Delhi, I would have seen the Red Fort.

Note (b)—कुछ लोग *in case+clause* को **Adverb clause of purpose** मानते हैं।

Note (c) —Once = if once [अगर एक बार].

कभी-कभी once का अर्थ होता है—अगर। इसलिए ऐसे once से आरम्भ होने वाला clause होता है Adverb clause of condition.

1. Once you decide, you should stick to your decision.
2. Once you make a promise, you must keep it.

Note (d) —Imperative + and + Imperative/Assertive [अगर].

कुछ वाक्य ऐसे होते हैं जिनका पहला clause होता है Imperative sentence और दूसरा Assertive या Imperative. ऐसे दोनों clauses जोड़े जाते हैं and के द्वारा। इस प्रकार पहले clause (Imperative sentence) से शर्त (condition) का भाव व्यक्त होता है, क्योंकि इसका अर्थ होता है—अगर। इसलिए ऐसा clause होता है Adverb clause of condition और दूसरा clause होता है Principal; जैसे—

1. Give me bullets, and I will drive away the enemy.
2. Spare the rod, and spoil the child.
3. Give me blood, and I will give you freedom.

Exercise 4. *Complete these sentences—*

1	2	3
If/Unless	I were a king	________
	he had reached on time	________
	I were a bird	________
	I had known him well	________
	I were a minister	________
	he works hard	________
	he were a monkey	________
	he had received the telegram	________
	he were a donkey	________
	she were a fairy	________
	man were a god	________
	I were an examiner	________
	he goes to Delhi	________
	she goes to Agra	________

Exercise 5. *Match the clauses under* **A** *and* **B** *to make meaningful sentences—*

A	B
If you work hard	you can't get a prize
If you are honest	you can't rise high
Unless a doctor is sent for	the patient can be saved
Unless you work hard	you will get success
If you start early	you can't catch the bus
Unless you are honest	you will get respect
If you give this medicine	he can't be cured
Unless you start at once	you will catch the train

Exercise 6. *Complete these sentences—*

1. If I had known her in time————————————
2. If he had not warned me————————————
3. If she had visited Agra————————————
4. If I were an examiner————————————

5. If I were the President of India— ---------------
6. If she were a fairy---------------
7. All the fields would have been swept away---------------
8. He would have seen the Red Fort---------------
9. She would have died of starvation---------------
10. I would have eaten up all the mice---------------

Exercise 7. *Complete these sentences—*

1. Unless he gets some help---------------
2. Unless his condition improves---------------
3. Unless she studies hard---------------
4. Unless there is timely rain---------------
5. Unless we get good books---------------
6. Unless you go to Agra---------------
7. Unless you know your culture---------------
8. You can't be cured---------------
9. You can't rise high---------------
10. We can't win the race---------------

Exercise 8. *Match the clauses under* **A** *and* **B** *to make meaningful sentences—*

A	B
Take this medicine	in case electricity fails
Take this blanket	in case you need money
Don't eat sweets	in case it is too hot
Light this lamp	in case you fall ill
Send me a telegram	in case you feel cold
Don't go out	in case you suffer from diabetes

(IV). P. C. + Adverb clause of Comparison

कुछ Adverb clauses से तुलना (comparison) का बोध होता है और इनकी बनावट इस प्रकार की होती है—

(i) P. C. [with as + adj./adv.] + Adv. Cl. [with as]
(ii) P. C.. [with not + adj./adv.] + Adv. Cl. [with as]
(iii) P. C. [with comparative adj./adv.] + Adv. Cl. [with than]
(iv) Adv. Cl. [with the + comparative] + P. C.. [the + comparative]

1. Mohan is as rich as Sohan.
2. Mohan is not as wise as Sohan.
3. Radha is richer than Mohan.
4. Radha runs faster than Mohan.
5. The more you have, the more you want.
6. The older we grow, the wiser we become.

ध्यान दें कि ऐसे Adverb clauses इन शब्दों से आरम्भ होते हैं—

as, than, the + comparative degree

Note—ध्यान दें कि पहला *the + comparative* clause होता है Adverb clause और दूसरा होता है Principal.

Exercise 9. *Match the clauses under* **A** *and* **B** *to make meaningful sentences—*

A	B
This boy is as old	as his father
The more you love	the more confused they grow
The nearer an object is	the smaller it looks
He is as clever	as his friend
The more she has	the sooner I reach home
The farther the plane is	the larger it gets
The faster the train is	the more she wants to have
The more they thought	the better it is for you
The longer you work	the thicker it grows
The longer you boil milk	the worse you feel

(V). P. C. +Adverb clause of Concession

कुछ Adverb clauses से यद्यपि-तथापि (concession) का बोध होता है। इसलिए Adverb clause में जो कुछ कहा जाता है उसके विपरीत (contrast) Principal clause में कहा जाता है। ऐसे वाक्यों की बनावट इस प्रकार की होती है—

P. C. +Adverb clause [showing concession]
or
Adverb clause [showing concession]+P. C.

1. Though he is poor, he is happy.
2. Although he started late, he caught the bus.
3. Even if/though she deceives me, I won't harm her.
4. Whatever happens, I won't tell lies.
5. Come what may, I must help him.
6. Say what you will, he is honest.
7. For all you say, he is sincere.
8. No matter what I said, nobody cared for me.
9. Fast as he ran, he couldn't win the race.
10. Rich as he is, he is unhappy.
11. However rich he may be, he is not happy.
12. However hard he may work, he can't get success.
13. Wherever he may go, he can't be happy.
14. Much is I like to help you, I am helpless.
15. Considering/admitting that he is very old, he is in good health.
16. He is in good health not withstanding that he is eighty years of age.
17. It doesn't matter how wise you are, you can't solve this problem.

Adverbs of concession इन शब्दों से आरम्भ होते हैं, क्योंकि इनका अर्थ होता है—यद्यपि—

though, although, even if, even though, for all, no matter, it doesn't

matter, come what may, say what you will, however + adjective/adverb. adjective/adverb + as, much + as, whatever (चाहे कुछ भी), wherever (चाहे कहीं भी), considering that, admitting that, not withstanding that.

Exercise 10. *Match the clause under* **A** *and* **B** *to make meaningful sentences—*

A	B
Even if I suffer	he is a miser
Even if he hates me	she looks beautiful
However hard he may try	he won't be fined
Though he is rich	I can't be dishonest
Black as she is	I will still help him
Even if he comes late	he won't get success
Even if he is tired	she won't beg
Although he is a child	I will go out
Even if she is poor	he will continue to work
Even if it is too hot	he is very wise

(VI). P. C. + Adverb Clause of Cause

कुछ Adverb clauses से कारण (cause) का बोध होता है और इनकी बनावट होती है—

> **P. C. + Adverb clause [showing cause]**
> or
> **Adverb clause [showing cause] + P.C.**

1. He missed the train because he started late.
2. As he was ill, he was absent yesterday.
3. Since he is poor, he should be helped.
4. Now that he is dead, we shouldn't criticise him.
5. I am glad that he has passed.
6. I am sorry that she has failed.
7. I am glad in that you agree with me now.
8. He needn't be punished in as much as he offers an apology.

ध्यान दें कि ऐसे Adverb clause of causes इन शब्दों से आरम्भ होते हैं—

as, because, since, now that, considering that, in that, in as much as, seeing that, noun + that, adjective + that.

Note—ऐसा adjective + that + clause तब Adverb clause होता है जब adjective से मनोभाव (emotion) का बोध होता है—I am glad/that he has passed.

याद रखें—

adjective [expressing emotion] + that + clause = Adverb clause of cause.

Note—जब Interrogative Sentence या Negative Exclamatory sentence में *noun + that + clause* आता है, तब वह (that + clause) Adverb clause होता है। क्यों ? इसलिए कि इससे कारण (cause) का भाव व्यक्त होता है, जैसे—

1. Am I a *child that* you give me poppins ?
2. I am not a *child that* you give me poppins !
3. Am I a *fool that* you expect me to believe you ?
4. I am not a *fool that* you expect me to believe you ?

Exercise 11. *Match the clauses under* A *and* B *to make meaningful sentences*—

A	B
As it was raining Now that offers an apology I am glad Since he was hungry As he committed a serious mistake I am sorry	I gave him some food he must be punished that she is very ill he reached late he should be excused that you have won a prize

(VII). P. C. + Adverb clause of Purpose

कुछ Adverb clauses से उद्देश्य (purpose) का बोध होता है और इनकी बनावट होती है—

P. C.	+ Adverb clause [expressing purpose]
He works hard	that he may pass.
She runs fast	so that she may win the race.
Keep a diary	so that you may not forget even trifles.
Start early	lest you should miss the bus.

1. We work that/so that/in order that we may be happy.
2. He died that/so that/in order that man might learn a lesson.
3. Note down the point, lest you should forget it.

ध्यान दें कि ऐसे Adverb clauses इन शब्दों से आरम्भ होते हैं—

that, so that, in order that, lest.

Exercise 12 *Match the clauses under* A *and* B *to make meaningful sentences*—

A	B
They fought hard Send for a doctor I started early Send him a letter Note it down I read this book	so that you may not forget it so that he may remember your case so that I may learn English so that the patient may be saved so that they might win so that I might catch the bus

(VIII). P. C. + Adverb Clause of Result/ Consequence

कुछ Adverb clauses से कार्य होने के परिणाम/फल (result/consequenee) का बोध होता है और Principal clauses से कारण (cause) का भाव व्यक्त होता है। ऐसे वाक्यों की बनावट होती है—

(i) P. C. [with so+adj./adv.] (ii) P. C. [with such+noun]	+Adv. C. [with that] +Adv. C. [with that]
So heavy is the box The box is so heavy He is so intelligent I worked so hard He gave such a talk	that I can't lift it. that I can't lift it. that he solves problems quickly. that I felt tired. that none liked it.

कुछ और वाक्य लें—

1. She is so beautiful that she attracts everybody.
2. He is so great that forgives even his enemies.
3. The door is so high that the baby can't reach it.
4. She ran so fast that she won the race.
5. It rained so heavily that houses were swept away.
6. He is not such a man that he will tell lies.

ध्यान दें कि ऐसे Adverb clauses आरम्भ होते हैं that से और Principal clause में so या such आता है। इस प्रकार, वाक्य में so....that/such....that का प्रयोग होता है।

Exercise 13. *Complete these sentences by stating result, as in the example—*

(A) The sun is very bright. (B) We can't look at it.
(A) The sum is very difficult. (B) ——————————
(A) The ceiling is very high. (B) ——————————
(A) This place is very dirty. (B) ——————————
(A) He spoke very clearly. (B) ——————————
(A) The rope is very strong. (B) ——————————
(A) She is very poor. (B) ——————————
(A) The car stopped very suddenly. (B) ——————————
(A) The thief came very quickly. (B) ——————————

Exercise 14. *Join these sentences by using a clause of result as in the example—*

She sings very sweetly. Everybody likes her songs.
=She sings so sweetly that everybody likes her songs.

1. She played very well. She won the match.
2. He is very rich. He can buy a car.
3. She is very weak. She can't run fast.
4. He is very wise. He can solve this problem.
5. The hall is very big. It can accommodate hundreds of people.
6. Her condition is extremely pitiable. You can hardly imagine it.

7. North Pole is unbearably cold. Water is frozen there.
8. The earthquake was very severe. Houses were reduced to dust.
9. He is a fool. He can't understand me.
10. He is a big man. He can help us all.

Note—ध्यान दें कि इन्हें जोड़ने पर—

(i) **adverb+adverb** के बदले **so+adverb** का प्रयोग होता है; जैसे—
very sweetly=so sweetly.

(ii) **adverb+adjective** के बदले **so+adjective** आता है; जैसे—
very poor=so poor.

(iii) **noun or adjective+noun** के बदले **such+noun or such+adjective +noun** का प्रयोग होता है; जैसे—
man=such a man. a big man=such a big man.

(iv) पूरे वाक्य की बनावट हो जाती है—

P. C. [subject+verb+so+adj./adv.] or P. C. [subject+verb+such+noun]	+that+clause +that+clause
He ran so fast	that I couldn't catch him.
She is so poor	that she can't buy a pen.
He is such a rich man	that he can buy a car.

Exercise 15. *State the* **result in B** *for the* **cause in A**—

A. This bag is very small. B.————————
A. This rod is very strong. B.————————
A. This flower is very beautiful. B.————————
A. He is speaking very loudly. B.————————
A. She is running very fast. B.————————
A. The palm-tree is very tall. B.————————
A. This book is very easy. B.————————

Exercise 16. *Match the clauses under* **A** *and* **B** *to make meaningful sentences*—

A	B
This dress is costly This house is so small He is so gentle He is so honest She worked so hard This book is so good	that he can't tell lies that she fell ill that everybody likes it that a poor person can't buy it that he can't harm anybody that a big family can't live in it

(IX) P C.+Adverb clause of Manner

कुछ Adverb clauses से कार्य करने की रीति/ढंग (manner) का बोध होता है। ऐसे वाक्यों की बनावट होती है—

P. C.	+Adverb clause [expressing supposition]
He talked	as if he were mad.
He walks	as though he were drunk.
It appeared	as if the night wouldn't end.
Do the experiment	as I have explained.

ध्यान दें कि ऐसे Adverb clauses आरम्भ होते हैं *as, as if/as though* से।

Exercise 17. *Rewrite these sentences as in the example—*

He talked as if he were mad.
He appeared to be mad but he wasn't so.

1. It appeared as if the forest would never end.
2. He talked as though he were a parrot.
3. The house looked as if it were a haunted.
4. The platform looked as though it were a fish market.
5. She cried as if she were in great trouble.

Exercise 18. *Match the clauses under* A *and* B *to make meaningful sentences—*

A	B
She looks	as if it would rain
She sings	as if he had seen a ghost
The rope looked	as if he were mad
He memorises	as if it were fish
It looks	as though she were a nightingale
He behaved	as if it were a snake
He laughed	as if she were a fairy
It tastes	as if he were a parrot

Exercise 19. *Make sentences of these patterns—*

1. P. C. +Adv. clause [result]
2. P. C. +Adv. clause [cause]
3. P. C. +Adv. clause [condition]
4. P. C. +Adv. clause [supposition]
5. P. C. +Adv. clause [time]
6. P. C. +Adv. clause [concession]
7. P. C. +Adv. clause [unless+clause]
8. P. C. +Adv. clause [since+clause]
9. P. C. +Adv. clause [however+clause]
10. P. C. +Adv. clause [in case+clause]

Exercise 20. *Pick out Adverb clauses—*

1. I play where he plays.
2. If you think I am telling lies you are mistaken.
3. He died because the doctor didn't reach in time.
4. Ten years have passed since he came over here.
5. Hardly had I started when it began to rain.
6. Black as she is she is beautiful.
7. It appeared as if the forest would never end.
8. Had he run fast he would have won a prize.

How to Find Out Noun Clauses

Noun clauses इन शब्दों से आरम्भ होते हैं—

who, which, what, when, where, whether, why, if, how, that

(I). P.C. +Noun clause [as object]

Noun clause, एक Noun के समान, Transitive verb या Preposition के object (कर्म) के रूप में आता है। ऐसे वाक्यों की बनावट होती है—

(i) P. C. [with Transitive Verb] (ii) P. C. [with Preposition]	+Noun Cl. [as object] +Noun Cl. [as object]
I think I know It depends on	that he is poor. that she is rich. what your plan is.

ध्यान दें कि—

Rule I. Who/Which आदि से आरम्भ होने वाला clause N: C. तब होता है जब यह P. C. में आये हुए Transitive verb या Preposition का object होता है।

Rule II. Who/Which/That आदि का अर्थ हिन्दी में ऐसा शब्द होता है जो क से आरम्भ होता है; जैसे—

कि, कौन, क्या, कब, कहाँ।

इन वाक्यों को देखें—

1. I don't know/who has stolen my pen. who=कौन।
2. I don't know/which book he wants. which=कौन।
3. I don't follow/what you say. what=क्या।
4. Tell me/where he lives. where=कहाँ।
5. Inform me/when he will come. when=कब।
6. I don't know/if he is ill. if=कि।
7. I don't know/whether she is poor. whether=कि।
8. Tell me/how you have come. how=कैसे।
9. I find/that he is not honest. that=कि।
10. I will judge you by/what you do. what=क्या।
11. I now feel/that it is wrong. that=कि।
12. I still remember/that he helped me. that=कि।

इन वाक्यो में N. C. एक Object का काम करता है। किसका Object ? P. C.

में आये हुए Transitive verb या Preposition का।

Note—कभी-कभी Transitive Verb के बाद that छिपा रहता है। फिर भी, ऐसे Verb के बाद आने वाला clause होता है N. C. क्योंकि यह Object का काम करता है। ध्यान दें कि अनुवाद करने पर छिपे हुए that के लिए भी कि का प्रयोग होता है; जैसे—

1. I think/he is honest. [मैं समझता हूँ कि वह ईमानदार है।]

2. I hope/you are well. [मैं आशा करता हूँ कि आप स्वस्थ हैं।]

यहाँ he is honest और you are well हैं Noun clauses. ऐसे clauses को P. C. न समझ बैठें।

Exercise 21. *Match the words to make meaningful sentences—*

1	2	3
I know Tell me I hope I asked him Inform me I think I can't rely on She asked him I don't know I don't know	whether when that that where that how who what why	my father is honest the hospital is I will fail he was ill you will come I will pass he says he had laughed he escaped stole my pen

(II). Noun clause [Subject]+ P.C.

Noun Clause, एक Noun के समान, Subject का कार्य करता है। ऐसे वाक्यों की बनावट इस प्रकार की होती है—

Noun clause	+ P. C. [verb+other words]
What he says That he is honest Why he killed her	is right. is known to all. is a mystery.

ध्यान दें कि—

Rule I. Who/which/that आदि से आरम्भ होने वाला clause N. C. तब होता है जब यह P. C. में आये हुए verb का subject होता है।

Rule II. Who/which आदि का अर्थ हिन्दी में ऐसा शब्द होता है जो क से आरम्भ होता है।

Rule III. N. C. के बाद P.C. का Verb आता है और Verb से सम्बन्धित अन्य शब्द। इस प्रकार, ये सभी शब्द (verb तथा अन्य शब्द) मिलकर P. C. की रचना करते हैं।

इन वाक्यों को देखें—

1. What he spoke/was not heard. what = क्या।
2. That the earth is round/is known to all. that = कि।
3. When he will come/is uncertain. when = कब।
4. How he came here/is a mystery. how = कैसे।
5. Where she lives/is not known. where = कहाँ।

ध्यान दें कि ऐसे वाक्यों में N. C. एक Subject का काम करता है। किसका Subject ? P. C. में आये हुए verb का।

यह भी ध्यान दें कि P. C. का अपना अलग Subject नहीं होता। इसका Subject होता है N. C. इसलिए ऐसे-ऐसे वाक्य न गढ़ें—

1. That the earth is round it is known to all.
2. What he spoke it was not heard.

Exercise 22. *Complete these sentences—*

Noun clause	+Principal clause
That the earth is flat	______
What I should do	______
Where he is hiding	______
Why she is angry	______
How he entered the house	______
What he has written	______

(III) P. C. +N. Cl. [as complement]

Noun clause, एक Noun के समान, पूरक (complement) का कार्य करता है। ऐसे वाक्यों की बनावट होती है—

Principal clause	+ N. C. [complement]
My opinion is	that he is clever.
I am sure	that she is mad.
This is	how he became poor.
This is	what we like.
The problem is	how it should be done.

ध्यान दें कि—

Rule I. Who/which/that आदि से आरम्भ होने वाला clause N. C. तब होता है जब यह P. C. में आये हुए Intransitive verb का पूरक (complement) होता है।

Rule II. Who/which आदि का अर्थ हिन्दी में ऐसा शब्द होता है जो क से आरम्भ होता है।

इन वाक्यों को लें—

1. My opinion is/that he is poor. that=कि
2. The mystery is/how he came here. how=कैसे
3. The mystery is/who killed her. who=कौन
4. The question is/whether he will return. whether=कि
5. The problem is/what should be done. what=क्या
6. I am sure/he will pass. that=कि
7. I am afraid/she will fall ill. that=कि

ध्यान दें कि ऐसे वाक्यों में N. C. एक पूरक (complement) का कार्य करता है। किसका complement ? P. C. में आये हुए Intransitive verb का। ऐसा complement क्यों आता है ? उत्तर है—Intransitive verb के अर्थ को पूरा (complete) करने के लिए।

Note—कभी-कभी Intransitive verb के बाद that का प्रयोग नहीं होता। फिर भी, ऐसे verb के बाद आने वाला clause होता है N. C. ध्यान दें कि that के लुप्त रहने पर भी अनुवाद में कि का प्रयोग अवश्य होता है; जैसे—

1. It seems/he is poor. [लगता है कि वह गरीब है।]
2. I am afraid/she will fail. [मुझे आशंका है कि वह फेल करेगी।]
3. I am sure/he will pass. [मुझे विश्वास है कि वह पास करेगी।]

यहाँ he is poor, she will fail और he will pass—ये तीनों ही Noun clauses हैं।

Exercise 23 *Complete these sentences—*

Principal clause	+N. C. [complement]
This is	————
The question is	————
The problem is	————
The fact is	————
The pity is	————
The mystery is	————
I am afraid	————
I am doubtful	————

(IV). P. C. +Noun clause [in apposition]

Noun clause, एक Noun के समान, apposition का कार्य करता है, अर्थात् noun की व्याख्या करके उसे स्पष्ट करता है। ऐसे वाक्यों की बनावट होती है—

P. C. [with a noun]	+N. C. [in apposition]
I haven't heard the news	that he has resigned.
I don't believe in the principle	that might is right.
I hold the view	that she is guilty.
I haven't heard the rumour	that he has been arrested.

ध्यान दें कि—

Rule I. ऐसा N. C. आरम्भ होता है That से।

Rule II. ऐसा N. C. आता है P. C. में आये हुए noun के बाद और यह उस noun की व्याख्या करके उसे स्पष्ट करता है।

Rule III. ऐसे That का अर्थ होता है—कि।

Note—ऐसा N. C. सदा रहता है noun से; जैसे—
the news that...., the principle that....

(V). Noun+N. C. [in apposition]+P. C.

ऐसे वाक्यों की बनावट इस प्रकार की होती है—

Noun	+N. C. [in apposition]	+ P. C.
The fact	that wine is harmful	is known to all.
The news	that he has resigned	is correct.
The principle	that might is right	is old.
The view	that she is guilty	is wrong.
The rumour	that he has been arrested	is baseless.

ध्यान दें कि—

Rule I. ऐसा N. C. [in apposition] आरम्भ होता है that से।

Rule II. ऐसा N. C. आता है एक Noun के बाद और यह उस noun की व्याख्या करता है; जैसे—

The news that....resigned.

Rule III. ऐसे that का अर्थ होता है—कि।

Rule IV. ऐसे वाक्यों में N. C. के पहले आने वाला noun P. C. का subject होता है और N. C. के बाद आने वाला verb होता है P. C. का verb. इस प्रकार, noun और verb आदि शब्द मिलकर P. C. की रचना करते हैं; जैसे—

The news/that he has resigned/is correct.
(a) The news is correct— P. C.
(b) That he has resigned.—N. C. [in apposition to news].

Note—ऐसे वाक्यों की रचना करते समय N. C. को उपयुक्त noun के साथ जोड़ना चाहिए; जैसे—

1. The rumour that he has been arrested is baseless.
2. The belief that God is merciful is known to all.

ऐसे N. C. को अनुपयुक्त noun के साथ जोड़ने पर वाक्य अर्थहीन हो जाता है। इसलिए इस प्रकार के वाक्य न लिखें—

1. The news that God is merciful is known to all.
2. The rumour that might is right is old.

(VI). P. C.+N. C. [in apposition to It.]

ऐसे वाक्यों की बनावट इस प्रकार की होती है—

P. C. [It+is+noun/adj.]	+ N. C. [in apposition to it]
It is sure	that he will pass.
It is evident	that he is criminal.
It is a pity	that she is not tall.
It is a mystery	how he came here.
It is a mystery	where she is living
It so happened	that the steam got stuck.

ध्यान दें कि—

Rule I. ऐसा N. C. आरम्भ होता है that, how, where आदि से।

Rule II. ऐसे that/how आदि का अर्थ हिन्दी में ऐसा शब्द होता है जो क से आरम्भ होता है।

Rule III. ऐसा N. C. व्याख्या करता है P. C. में आये हुए It को अर्थात् P. C. के subject को। और इस प्रश्न का उत्तर देता है—What ?

इन वाक्यों को लें—

1. It is sure. What is sure ? He will pass.
2. It is evident. What is evident ? He is a criminal.

कुछ और वाक्य लें—

1. It is certain that he will win a prize.
2. Is is strange that she is so unkind.
3. It is sad that she is very ill.
4. It is a tragedy that he is very poor.
5. It is a mystery what he always does.
6. It is a mystery how the thief escaped.

Note (a)—ऐसे N. C. (In apposition) को N. C. (as subject) में आसानी से बदला जा सकता है—

1. It is certain/that he will win a prize.
=That he will win a prize/is certain.
2. It is strange/that she is so unkind.
=That she is so unkind/is strange.

ऐसे वाक्यों की बनावट हो जाती है—

N. C. (as subject)	+P. C. (verb+other words)
That he will win a prize That she is so unkind	is certain. is strange.

ध्यान दें कि—

Rule I. P. C. के It (subject) का लोप हो जाता है।

Rule II. P. C. का स्थान N. C. के बाद रहता है।

Note (b)—ऐसे वाक्यों के साथ उपयुक्त कथन (statement) का प्रयोग करना चाहिए जिससे कार्य होने के कारण (cause) का बोध हो। उपयुक्त कथन का पता why के द्वारा प्रश्न करने पर आसानी से चल जाता है। इन वाक्यों को देखें—

1. (a) It is certain that he will win a prize. Why ?
   (b) He is working very hard.
2. (a) It is likely that it will rain today. Why ?
   (b) The clouds look very black.
3. (a) It is possible that she will return tomorrow. Why ?
   (b) A letter from her has just been received.

Exercise 24. ***Change these Noun clauses in apposition into Noun clauses as subject. One example is done for you.***

It is evident that he is guilty.
=That he is guilty is evident.

1. It is known to all that she is gentle.
2. It is a pity that he is too tall.
3. It is unfortunate that he betrayed me.
4. It is likely that he will return tomorrow.
5. It is doubtful that she will pass this time.

Exercise 25 *Make meaningful sentences from this table—*

Noun	N. C. (in apposition)	+P. C.
The news	that God is merciful	is false
The rumour	that vitamins are essential for health	is baseless
The argument	that the earth is flat	is strong
The principle	that milk is the best food	is known to everybody
The view	that he is dead	is true
The fact	that he has been arrested	is known to all
The remark	that bad men prosper	is harmful
The fact	that all men are equal	is noble one
The theory	that he is innocent	is wrong
The belief	that all men are dishonest	Is hasty

Exercise 26. *Pick out Noun clauses—*

1. It is a pity that he has failed.
2. I am not sure if he is ill.
3. I do not know whether he is alive.
4. It is true that he is very poor.
5. I do not know where he lives.
6. What he says is not correct.
7. I think he will come soon.
8. I do not know who is lying here.
9. Do you know why he is absent today ?
10. It is a fact that he is poor.

Exercise 27. *Match the words from this table to make meaningful sentences—*

1	2	3
This is	that	he became rich
Tell me	when	the bus-stop is
I don't know	why	you will reach here
Write to me	where	he was absent
I think	how	she is honest

Exercise 28. *Complete these sentences with Noun clauses—*

1. I can't say where————
2. It is true that————
3. I don't know which————
4. I am not sure that————
5. The difficulty is that————
6. My argument is that————
7. It is necessary that————
8. I don't know when————

Exercise 29. *Make sentences of these patterns—*

(i) Principal clause + N. C. [as object to a Verb].
(ii) Noun clause [as subject] + Principal clause.
(iii) Principal clause + N. C. [as complement to a Verb].
(iv) Principal clause + N. C. [as apposition to a Noun].
(v) Principal clause + N. C. [as object to a Prep.].
(vi) Principal clause + N. C. [that + clause].

(vii) Principal clause+N. C. [what+clause].
(viii) Principal clause+N. C. [as apposition to a Noun].

Exercise 30. *Match the clauses under* **A** *and* **B** *to make meaningful sentences*—

A	B
What he did	he will fail
I am sure	is known to all
It so happened	that he will win the race
Where he lives	who will bell the cat
I am afraid	was not proper
That she is honest	she will return today
It is certain	that he fell into a well
The question is	is a mystery

How To Find Out Adjective Clauses

Adjective Clauses इन शब्दों से आरम्भ होते हैं—

that, who, which, why, when, where, how

(I). P. C. [with noun]+Adjective Clause

Adjective Clause, एक Adjective के समान, किसी noun की विशेषता वताता है। ऐसे वाक्यों की बनावट इस प्रकार की होती है—

P. C. [with noun]	+Adjective Clause
I know the girl	who is dancing.
I have read the book	that is lying here.
I don't know the place	where he lives.
I don't know the time	when she will return.

ध्यान दें कि—

Rule I. Who/Which/That आदि से आरम्भ होने वाला clause Adjective Clause तब होता है जब यह P. C. में आये हुए Noun की विशेषता बताता है।

Rule II. ऐसे Noun और Adjective Clause के बीच कॉमा नहीं रहता।

Rule III. Who/Which/That आदि का अर्थ हिन्दी में ऐसा शब्द होता है जो ज से आरम्भ होता है; जैसे—

जो, जैसा, जब, जहाँ।

इन वाक्यों को लें—

1. I don't know the man/who is standing there. who=जो
2. I like the food/that is simple. that=जो
3. I know the method/how I should do it. how=जैसे
4. I don't know the reason/why he is absent. why=जो
5. He doesn't know the place/where he was born. where=जहाँ

6. He doesn't know the time/when he will reach. when जब

Exercise 31. *Match the clauses under* A *and* B *to make meaningful sentences*—

A	B
I don't know the date	who has long hair
I haven't read the book	where he is staying
I don't know the reason	when she will be married
I don't know the boy	how a language is taught
I don't know the hotel	that is in your hand
He doesn't know the method	why she was absent

(II) Noun Adjective Clause P. C.

कुछ वाक्यों की बनावट ऐसी होती है—

Noun	+Adjective Clause	+P. C. [verb+other words]
The boy	who is here	is intelligent.
The book	that is here	is useful.
The place	where he was born	is known to all.
The time	when he will come	is uncertain.
The reason	why she was absent	is not known.

ध्यान दें कि—

Rule I. Who/Which/That आदि से आरम्भ होने वाला clause Adjective Clause तब होता है जब यह Noun के बाद आता है और उस Noun की विशेषता बताता है।

Rule II. Who/Which आदि का अर्थ हिन्दी में ऐसा शब्द होता है जो ज से आरम्भ होता है।

Rule III. Adjective Clause के पहले आने वाला noun/pronoun होता है P. C. का subject और Adjective Clause के बाद आने वाला Verb होता है P. C. का verb. इस प्रकार, subject और verb तथा अन्य शब्द मिलकर P. C. की रचना करते हैं; जैसे—

The boy/who is here/is intelligent.
(a) The boy is intelligent—P. C.
(b) Who is here—Adj. Clause.

(III). Noun + comma + who/which

यदि Noun के बाद comma रहे और इसके बाद who/which आये, तो वह (who/which + clause) होता है Principal Clause, Adjective Clause नहीं। क्यों? इसलिए कि ऐसा who/which उस Noun को qualify या define नहीं करता। यही कारण है कि ऐसे who/which + clause को Non-defining clause या Non-restrictive clause कहा जाता है।

ऐसे वाक्यों की बनावट होती है—

Noun	+comma	+who/which +clause	+P. C. [verb +other words]
My father	,,	who lives in London.	is returning today.
Pt. Nehru	,,	who was born in a rich family	suffered a lot for the country.
Dr. Rajendra Prasad	,,	who was the President of India	was a very simple man.
My watch	,,	which was damaged	is now useless.

इस प्रकार के वाक्यों में comma के बाद आने वाला *who/which+clause* होता है Principal clause [अर्थात् coordinate to P. C.], Adjective clause नहीं।

Rule IV. Adjective clauses की रचना इस प्रकार होती है—

1. Present Participle+noun [verb+ing+noun]

a running train=a train which is running.
a flying bird=a bird which is flying.
a dazzling light=a light that is dazzling.

2. Past Participle+noun [verb+ed/en+noun]

a faded flower=a flower which has faded.
a broken chair=a chair that is broken.

3. Noun+preposition+noun

a boy with long hair=a boy who has long hair.
a chair in the corner=a chair that is in the corner.

(IV). Noun+Adjective Cl. [without Conj.]+P.C.

कुछ वाक्यों की बनावट इस प्रकार की होती है—

Noun	+Adj. Cl. [without conj.]	+P.C. [verb+other words]
The food	you eat	is not pure.
The book	I bought	is very useful.
The day	he was married	was a holiday.
The boy	you help	is my brother.

ध्यान दें कि—

Rule I. ऐसा Adjective Clause किसी Noun के बाद आता है और उसकी विशेषता बताता है।

Rule II. ऐसा Adjective Clause किसी Conjunction से आरम्भ नहीं होता क्योंकि वह छिपा रहता है। वह क्यों छिपा रहता है? इसलिए कि ऐसा Conjunction आता है Object के रूप में। किसका Object? उत्तर है—Adjective Clause में

आये हुए Transitive verb का; जैसे—

1. The food/you eat/is not pure.
2. The boy/you help/is my brother.

यहाँ पहले वाक्य में that/which छिपा हुआ है। क्यों? इसलिए कि यह eat का object है। इसी प्रकार, दूसरे वाक्य में who/whom छिपा हुआ है, क्योंकि यह help का object है।

Rule III. Which/Who/Whom/That आदि के छिपे रहने पर भी अनुवाद करने पर इसका अर्थ हिन्दी में ऐसा शब्द होता है जो ज से आरम्भ होता है; जैसे—

1. The food/you eat/is not pure. [वह भोजन जो आप खाते हैं, शुद्ध नहीं है।]
2. The boy/you help/is my brother. [वह लड़का जिसकी आप मदद करते हैं, मेरा भाई है।]

Rule IV. Adjective Clause के पहले आने वाला Noun होता है P. C. का Subject और Adjective Clause के बाद आने वाला Verb होता है P.C. का Verb. इस प्रकार, Subject तथा Verb और अन्य संबंधित शब्द मिलकर P. C. की रचना करते हैं—

The food/you eat/is not pure.
(a) The food is not pure—P. C.
(b) You eat—Adj. Clause.

(V). Noun+Adj. Cl. [without Conj.]+ Prep.+P. C.

कुछ वाक्यों की बनावट ऐसी होती है—

Noun	+Adj. Cl. [without Conj.]+Prep.	+P.C.
The room	he lives in	is small.
The pen	I write with	is red.
The air	you breathe in	is not pure.
The chair	he sits on	is weak.
The man	you are speaking to	is my friend.
The star	you are looking at	is very bright.
The train	you are travelling by	is very fast.

ध्यान दें कि—

Rule I. ऐसा Adjective Clause किसी Noun के बाद आता है और उसकी विशेषता बताता है।

Rule II. ऐसा Adjective Clause किसी Conjunction से आरम्भ नहीं होता, क्योंकि वह छिपा रहता है। वह क्यों छिपा रहता है? इसलिए कि ऐसा Conjunction आता है एक Object के रूप में। किसका Object? उत्तर है—Adjective Clause

में आए हुए Preposition का; जैसे—

The room he lives in is small.

यहां which छिपा हुआ है, क्योंकि यह preposition (in) का object है। यह वाक्य वास्तव में ऐसा है—

The room in which he lives is small.

यहाँ which छिप गया है और Preposition चला गया है Adjective Clause के अन्त में। जब Preposition+Conjunction आता है तब—

(a) Conjunction का लोप हो जाता है।

(b) Preposition का स्थान बदल जाता है और वह Adjective Clause के अन्त में चला जाता है।

इन वाक्यों को लें—

1. The chair on which he sits is weak.
 =The chair he sits on is weak.
2. The man to whom you are speaking is my friend.
 =The man you are speaking to is my friend.
3. The star at which you are looking is very bright.
 =The star you are looking at is very bright.

Rule III. Which/Whom आदि के छिपे रहने पर भी अनुवाद करने पर इसका अर्थ हिन्दी में ऐसा शब्द होता है जो ज से आरम्भ होता है; जैसे—

1. The room he lives in is small. [वह कोठरी जिसमें वह रहता है, छोटी है।]
2. The star you are looking at is bright. [वह तारा जिसको आप देख रहे हैं, चमकीला है।]

Rule IV. Adjective Clause के पहले आने वाला Noun होता है P. C. का Subject और Adjective Clause के बाद आने वाला Verb होता है P. C. का Verb. इस प्रकार, Subject और Verb मिलकर P. C. की रचना करते हैं।

(VI). P. C. [with noun]+Adj. Cl. [without Conj.]

कुछ वाक्यों की बनावट इस प्रकार की होती है—

P. C. [with noun]	+Adj. Cl. [without Conj.]
I don't like the food	she prepares.
I like the coffee	you make.
I like the book	he has written.
I don't know the time	she will reach.

ध्यान दें कि—

Rule I. ऐसा Adjective आता है एक Noun के बाद जो P. C. में प्रयुक्त होता है और उस Noun की विशेषता बताता है।

Rule II. ऐसा Adjective Clause किसी Conjunction से आरम्भ नहीं होता।

क्यों ? इसलिए कि यह Object के रूप में आता है। किसका Object ? उत्तर है— Adjective Clause के Transitive Verb का; जैसे—

I don't like the food/she prepares.

यहाँ which she prepares के बदले she prepares का प्रयोग हुआ है। यहाँ which क्यों छिप गया है ? इसका कारण यह है कि which है Transitive Verb (prepares) का Object. ध्यान दें कि जब who/which, whom/that+transitive verb आता है, तब who/which आदि का लोप हो जाता है।

Rule III. Who/Whom/Which आदि के छिपे रहने पर भी अनुवाद करने पर इसका अर्थ हिन्दी में ऐसा शब्द होता है जो ज से आरम्भ होता है; जैसे—

1. I like the coffee you make. [मैं वह कॉफी पसन्द करता हूँ जो तुम बनाते हो।]

2 I don't like the food she prepares. [मैं वह भोजन पसन्द नहीं करता जो वह तैयार करती है।]

(VII). P. C. [with noun]+Adj. Cl. [without Conj.]+Prep.

कुछ वाक्यों की बनावट ऐसी होती है—

P. C. [with noun]	+Adj. Cl. [without Conj.]	+Prep.
I haven't seen the house	she lives	in.
I have seen the well	he fell	into.
This is the pen	I write	with.
This is the chair	he sits	on.
That is the bus	he will go	by.
This is the book	I talked as	about.

ध्यान दें कि—

Rule I. ऐसा Adjective Clause आता है P.C. में प्रयुक्त Noun के बाद और यह उस Noun की विशेषता बताता है।

Rule II. ऐसा Adjective Clause किसी Conjunction से आरम्भ नहीं होता। क्यों ? इसलिए कि यह object होता है Adjective Clause में प्रयुक्त Preposition का; जैसे—

I haven't seen the house/she lives in.

यहाँ which छिप गया है, क्योंकि यह Preposition (in) का object है। यह वाक्य वास्तव में इस प्रकार का है—

I haven't seen the house in which she lives.

यहाँ which का लोप हो गया है और Preposition चला गया है Adjective Clause के अन्त में। ऐसे वाक्यों में—

(a) Conjunction छिप जाता है।
(b) Preposition आता है Adj. Clause के अन्त में।

Rule III. Which, whom आदि के छिप जाने पर भी अनुवाद करने पर इसका अर्थ हिन्दी में ऐसा शब्द होता है जो ज से आरम्भ होता है; जैसे—

1. I haven't seen the house/she lives in. [मैंने वह घर नहीं देखा जिसमें वह रहती है।]
2. This is the pen/I write with. [यह वही कलम है जिससे मैं लिखता हूँ।]

(VIII). P. C. +Adj. Clause [with as/but]

कुछ वाक्यों की बनावट इस प्रकार की होती है—

P. C.	+Adjective Cl. [with as/but]
That is not such a pen	as I should buy.
He is not such a man	as I should help.
This is the same pen	as I have got.
There is no teacher	but loves good students.
There is no one	but likes this book.

ध्यान दें कि—

Rule I. As/But से आरम्भ होने वाला clause Adjective Clause तब होता है जब यह P. C. में प्रयुक्त Noun के बाद आता है और उस Noun की विशेषता बताता है।

Rule II. As का प्रयोग such या the same के बाद होता है—

Such/the same+noun+adjective clause

Rule III. As का अर्थ जो होता है, जैसा कि **who/that/which** का होता है।

Rule IV. But का अर्थ होता है—**who not** [जो नहीं]।

इन वाक्यों को देखें—

1. This is not such a pen/as I should buy. [यह ऐसी कलम नहीं है जो मुझे खरीदनी चाहिए।]
2. There is no one/but likes this book. [ऐसा कोई नहीं है जो इस किताब को पसन्द नहीं करे।]

Exercise 32. *Make meaningful sentences from this table—*

P. C.	+Adjective clause+Preposition
This is the river.	he belongs to
This is the school	she lives in
This is the dagger	he fell into
This is the family	he was drowned in
This is the plane	we all read at
That is the house	he was killed with
This is the man.	I get water from
That is the person	I stand for
That is the ditch	he will travel by
This is the tape	I want to speak to
This is the well	he was hanged by
This is the principle	I always believe in
This is the lady	I measure with
This is the paper	I told you about
This is the book	I write on

Exercise 33. *Pick out Adjective Clauses—*

1. There is no teacher but loves good students.
2. The man who wrote this letter is coming today.
3. The book I bought yesterday is a novel.
4. The man I met on the road is honest.
5. The eggs I bought yesterday are not good.
6. There is a shop here that sells pictures.
7. This is the place where he died.
8. The lady who is here is my aunt.
9. The bed I sleep on is hard.
10. The man she married is old.

Exercise 34. *Complete the following sentences—*

1. The people...live in glass-houses shouldn't throw stones.
2. What's the name of the man...son has run away ?
3. Where is the man...buys and sells cars ?
4. This is the book...I bought last month.
5. The pen...is lying on the table is not mine.

Exercise 35. *Make sentences of these patterns—*

(i) Principal clause+Adj. cl. [who+clause].
(ii) Principal clause+Adj. cl. [that+clause].
(iii) Principal clause+Adj. cl. [whom+clause].
(iv) Principal clause+Adj. cl. [where+clause].
(v) Noun+who+verb+verb+other words.
(vi) Noun+that+verb+verb+other words.
(vii) Noun+where+Subject+verb+verb+other words.
(viii) Noun+whom+Subject+verb+verb+other words.
(ix) Principal clause+Adj. cl. [with but].
(x) Principal clause+Adj. cl. [that/which understood].
(xi) Principal clause+Adj. cl.+Preposition.

More Hints on Principal and Subordinate Clauses

इन नियमों की मदद से आप Principal और Subordinate Clauses को पहचान लेंगे और उनका नामकरण भी कर लेंगे, लेकिन Analysis पर विजय प्राप्त करने के लिए इतना ही काफी नहीं। इसके लिए Relative Adverbs (when and where) और Relative Pronouns (who and which) पर अधिकार प्राप्त करना होगा, क्योंकि इनसे शुरू होने वाले clauses Principal, Adverbial, Adjective और Noun—चारों ही हो सकते हैं। इनकी चर्चा इस पुस्तक में जहाँ-तहाँ हुई है, पर विस्तारपूर्वक नहीं। इसलिए हम यहाँ इन्हें एक-एक कर लें और विचार करें।

Rule I. समयसूचक **Noun+Comma+When**

यदि समयसूचक noun के बाद comma रहे और उसके बाद when का प्रयोग हो, तो वह (when-clause) Principal clause (Principal Cl. का coordinate) होता है, Adjective या Adverb clause नहीं; जैसे—

I stayed there for a *week, when I received a letter*. [Coor. to P.C.]

ऐसे वाक्यों में when का अर्थ होता है—'*and then*'.

Note—यदि ऐसे वाक्यों में comma+when के पहले समयसूचक noun न रहे (अर्थात् कोई ऐसा noun रहे जिससे समय का बोध न हो) तो when-clause एक Adverb clause होता है; जैसे—

He sold the *book*, when it was the best he had. [Adv. Cl.]

Rule II. स्थानसूचक Noun+Comma+Where

यदि स्थानसूचक noun के बाद Comma रहे और उसके बाद where का प्रयोग हो, तो (where-clause) Principal clause (Principal Cl. का coordinate) होता है, Adjective या Adverb clause नहीं; जैसे—

I went to *Bombay, where I received a letter*. [Coordinate to P.C.]

ऐसे वाक्यों में where का अर्थ होता है—'*and there*'.

Note—यदि ऐसे वाक्यों में comma+where के पहले स्थानसूचक noun न रहे (अर्थात् कोई ऐसा noun रहे जिससे स्थान का बोध न हो) तो where-clause एक Adverb clause होता है; जैसे—

We find *grass, where we expected flowers*. [Adv. Cl.]

Rule III (a) Noun+Comma+Who/Whose/Whom/Which/As +Clause

यदि noun के बाद comma रहे और उसके बाद who/whose/whom/which आये तो वह Principal clause (coordinate to P.C.) होता है; Adjective clause नहीं; जैसे—

1. The *watch, which was damaged*, is now useless. [Coordinate to P.C.]
2. The boy, *who is here*, is very intelligent. [Coordinate to P. C.]
3. The Taj Mahal, *as we all know*, is one of the wonders of the world. [Coordinate to P. C.]

(b). Principal clause+Comma+Which

यदि Principal clause के बाद comma रहे और उसके बाद which, तो वह (which-clause) Principal clause (coordinate to P.C.) होता है; जैसे—

He killed all the prisoners, *which was a cruel act*. [Coor. to P.C.]

ध्यान दें कि ऐसे वाक्यों में which पूरे Principal Clause के बदले में प्रयुक्त होता है, केवल एक noun के बदले नहीं। इसलिए ऐसे which का अर्थ होता है—'*and this*'.

(c) Noun+Comma+Who

यदि noun के बाद comma रहे और उसके बाद who, तो वह (who-clause) Adverb clause या Principal clause (coordinate to P.C.) होता है। जब ऐसे वाक्यों के who-clause से कारण (cause) का बोध होता है, तो वह Adverb clause होता है। पर जब उससे (who से) कारण का बोध नहीं होता, तो वह Principal clause (coordinate to P. C.) होता है। संक्षेप में, इन नियमों का ध्यान रखें—

Noun+Comma+Who=because. [Adv. Cl.]
Noun+Comma+Who=and he/she. [P. C.]

इस वाक्य पर विचार करें—

Ravan, *who was found guilty*, was killed.

यहाँ P. C. में why लगाकर यह प्रश्न करें—Why was Ravan killed ?

उत्तर मिलता है—He (who) was found guilty.

यह उत्तर सन्तोषजनक है। क्यों ? इसलिए कि Principal Clause में जो कार्य किया गया है उसका कारण (cause) यहाँ बताया गया है। इसलिए यह who-clause Adverbial है।

एक दूसरा वाक्य लें—

I saw my father, *who gave me a book.*

P. C. में *why* लगाकर यह प्रश्न करें—Why did I see my father ?

उत्तर मिलता है—He (who) gave me a book.

यह उत्तर सन्तोषजनक नहीं क्योंकि Principal Clause में जो कार्य किया गया है उसका cause यहाँ नहीं बताया गया है। वास्तव में, किताब का पाना तो पिता के मिलने के बाद हुआ न! तो यह कारण हो कैसे सकता है? इसलिए यह who-clause Principal Clause है।

Caution—Noun+who/which/where/whom का अर्थ होता है—बहुत में से एक (one of the many). ऐसा क्यों ? इसलिए कि ऐसा clause सदा Adj. clause होता है; और Adj. clause किसी Noun की संख्या को limit/restrict (कम या सीमित) करता है जो एक Adjective का काम (function) है। प्रत्येक Adjective किसी Noun का गुण बताकर उसकी संख्या को कम करता है। इसलिए horses से सभी horses का बोध होता है, पर white horses से कम horses का। यही काम Adj. clause भी करता है। इस सिद्धान्त का ध्यान रखकर इन वाक्यों पर विचार करें—

1. My mother who lives in Bombay is returning today.
2. My father who returned today gave me sweets.

यहाँ mother who का अर्थ है—one of the mothers और father who का अर्थ है—one of the fathers. यहाँ अर्थ का अनर्थ हो गया है न ! लिखने/बोलने का अभिप्राय दूसरा था। इसलिए जब who/which के पहले आने वाले noun/pronoun की संख्या को restrict नहीं करना हो (अर्थात् one of the many का अर्थ न हो) तो who/which के पहले comma का प्रयोग अवश्य होना चाहिए। याद रखें कि comma +who/which का अर्थ होता है—and he/she/it. इसलिए Definite Singular Noun (जो सदा singular रहता है; जैसे—father, mother, God, India, Russia, Ram, Mohan आदि) और who/which के बीच comma का प्रयोग continuative (non-defining) sense में ही करना उचित है

देखिए इन वाक्यों को—

1. Her husband who is ill is going to London next week.
2. Her husband, who is ill is going to London next week.

husband who = *one of the husbands.*

husband+comma+who = *and he.*

यदि किसी को एक से अधिक husband हो (one of the many) तो पहला वाक्य शुद्ध और अर्थपूर्ण माना जा सकता है, पर यदि उसे एक ही husband हो, तो उसे दूसरे वाक्य का प्रयोग करना चाहिए। इस विश्लेषण से यह स्पष्ट हो जाता है कि Definite Singular Noun के साथ *who* या *comma+who* का प्रयोग बहुत ही सतर्कता से करना आवश्यक है।

(C) THIRD STAGE

How to Name a Sentence

इस प्रकार, clause को पहचान लेने के बाद, अन्त में हमें यह देखना चाहिए कि अमुक वाक्य किस तरह का है। कुछ लोग वाक्य को पहले ही पहचानकर clauses को अलग करते हैं और तब नामकरण करते हैं। मेरी समझ में यह तरीका तो घोड़े के आगे गाड़ी रखने के समान है। हम वाक्य का नामकरण कर ही कैसे सकते, जब तक यह पता ही न चले कि अमुक वाक्य में कितने clauses हैं और वे किस प्रकार के हैं ? इसलिए sentence का नामकरण अन्त में होना चाहिए। पर, यह किया कैसे जाय ? इसके लिए यह जानना आवश्यक है कि वाक्य कितने प्रकार के होते हैं।

बनावट की दृष्टि से Sentence चार प्रकार का होता है—

(i) Simple, (ii) Compound, (iii) Complex, (iv) Mixed.

(i) Simple Sentence = 1 Principal Clause.
(ii) Compound Sentence = at least 2 Principal Clauses.
(iii) Complex Sentence = Simple sentence + Subordinate Clause.
(iv) Mixed Sentence = Compound sentence + Subordinate Clause.

इस प्रकार हम देखते हैं कि Simple और Compound sentences में Subordinate Clause नहीं रहता, पर इन दोनों में अन्तर यह है कि simple में एक ही Principal Clause रहता है और Compound में एक से अधिक (अर्थात् कम-से-कम दो) Principal Clauses.

Complex Sentence में सिर्फ एक ही Principal Clause रहता है जैसे कि Simple में, पर Complex में कम-से-कम एक Subordinate Clause का रहना आवश्यक है।

Mixed Sentence में कम-से-कम दो Principal Clauses और कम-से-कम एक Subordinate Clause का रहना आवश्यक है।

EXERCISES WORKED OUT

1. If man had a skin thickly covered with hair or wool, as an ape or sheep has, he could not have moved from one climate to another with comfort, and so he is made naked, but not without the power of improving his condition, wherever he may be.

(a) If man....wool—Adv. Cl.
(b) As an ape has—Adv. Cl.
(c) Or as a sheep has—Adv. Cl.
(d) He could not....comfort—P. C.
(e) And so....naked—Co-ordinate to (d).
(f) But not without....condition—Coord. to (e).
(g) Wherever he may be—Adv. Cl.

It is a mixed sentence.

2. Sir Isaac Newton, after deep meditation, discovered that there was a law in nature called attraction, by virtue of which every particle of matter that the world is composed of draws towards itself every other particle of matter with a force which is proportionate to

its mass and distance.

(a) Sir Isaac Newton....discovered—P. C.
(b) That there was....attraction—Noun Cl.
(c) By virtue of which....force—Adj. Cl.
(d) The....of—Adj. Cl.
(e) Which is....distance—Adj. Cl.

It is a complex sentence.

3. A blind man, carrying a lantern in his hand and a pitcher on his shoulder, was walking alone one night, when he was met by a thoughtless young fellow who laughed at him and said, "O fool ! day and night must be alike to you; of what use can this lamp be to you ?"

(a) A blind man....one night—P. C.
(b) When he was....fellow—Coord. to P. C. (a)—'when'—is used here in continuative sense.
(c) Who laughed at him—Adj. Cl.
(d) And (who) said—Adj. Cl.
(e) O fool !....you—Noun Cl.
(f) Of what use....you ?—Noun Cl.

It is a mixed sentence.

4. They expected that the king would either treat the matter as a pleasant jest or threaten the insolent darwesh with punishment; but to their surprise, he was neither amused nor angry but seriously attentive to the words of the darwesh.

(a) They expected—P. C.
(b) That the king....matter—Noun Cl.
(c) As (he would treat)....jest—Adv. Cl.
(d) Or....punishment—Noun Cl.
(e) But to their surprise....angry—Coord. to P. C. (a).
(f) But....darwesh—Coord. to (e).

It is a mixed sentence.

5. After his schooling was finished, his father, desiring him to be a merchant like himself, gave him a ship freighted with various sorts of merchandise; so that he might go and trade about the world and grow rich, and become a help to his parents, who were now advanced in age.

(a) After his schooling was finished—Adv. Cl.
(b) His father....merchandise—P. C.
(c) So that he might go—Adv. Cl.
(d) And trade....world—Adv. Cl.
(e) And grow rich—Adv. Cl.
(f) And become....parents—Adv. Cl.
(g) Who were....age—Adv. Cl. (showing *Cause*).

It is a complex sentence.

[*Note*—Clause No. (g) may be regarded also as an Adj. Cl. qualifying 'parents' in (f).]

6. Sometimes you may trace a river to a definite spring, but you very soon assure yourself that such springs are fed by rain which has percolated through the rocks or soil, and which, through some orifice that it has found or formed, comes to the light of day.

(a) Sometimes you....spring—P. C.
(b) But you....yourself—Coord. to P. C. (a).
(c) That....rain—Noun Cl.
(d) Which has....soil—Adj. Cl.
(e) And which....day—Adj. Cl.
(f) That it has found—Adj. Cl.
(g) Or formed—Adj. Cl.

It is a mixed sentence.

7. The rootlets at the ends of these fibres strike into the ground, and when they have become well-fixed in the earth, the sap which previously was flowing downward changes its direction and flows upward.

(a) The rootlets ...ground—P. C.
(b) And when....earth—Adv. Cl.
(c) The sap changes its direction—Coord. to P. C. (a).
(d) And flows upward—Coord. to (a).
(e) Which....downward—Adj. Cl.

It is a mixed sentence.

8. With some men at that time of life so great a hurt would have been difficult to cure or might even have occasioned death; but with Carnaro, whose body was in the soundest condition, it was cured in a very short time.

(a) With some men....cure—P. C.
(b) Or might....death—Coord. to (a).
(c) But with....time—Coord. to (a).
(d) Whose body....condition—Adv. Cl. (showing *cause*).

[*Note*—Clause No. (d) may be treated as an Adj. Cl. as well.]

It is a mixed sentence.

9. When the Piper claimed his pay, the Mayor declared that the promise which he had made before the town was cleared of rats, was only a joke, as the Piper very well knew.

(a) The Mayor declared—P. C.
(b) When the Piper claimed his pay—Adv. Cl.
(c) That the promise was only a joke—N. C.
(d) Which he had made—Adj. Cl.
(e) Before the town....rats—Adv. Cl.
(f) As the Piper well....knew—Adv. Cl.

It is a complex sentence.

10. However, upon my wav, I met a poor woman all in tears, who told me that her husband had been arrested for a debt he was not able to pay, and that his eight children must now starve; bereaved as they were of his industry.

(a) I met....tears—P. C.

(b) Who told me—Coord. to P. C. (a). Here 'who' means and she'.

(c) That her husband....debt—N. C.

(d) (Which) he....pay—Adj. Cl.

(e) That his....starve—N. C.

(f) Bereaved....industry—Adv. Cl.

It is a mixed sentence.

11. I do not know what others may think of what I have done, but to myself I appear like a child who is picking up pebbles on the shore whilst the great ocean of truth lies unexplored before me.

(a) I do not know—P. C.

(b) What others may think of—N. C.

(c) What I have done—N. C.

(d) I appear....child—P. C. Coord. to (a).

(e) Who is....shore—Adj. Cl.

(f) Whilst....me—Adv. Cl.

It is a mixed sentence.

12. The fox, who had been very much alarmed, now judged that there was no reason for fear, and demanded of the ass how he had dared to put on a skin which but a little while ago had belonged to an animal so noble that he was regarded as the King of the Forest.

(a) The fox now judged—P. C.

(b) Who had been....alarmed—Adv. Cl. (showing *cause*).

(c) That there was....fear—N. C.

(d) (The fox) demanded of the ass—Coord. to P. C.

(e) How he had . skin—N. C.

(f) Which....noble—Adj. Cl.

(g) That he was regarded—Adv. Cl.

(h) As the King of the Forest (was regarded)—Adv. Cl.

It is a mixed sentence.

EXERCISE

Analyse the following sentences—

1. When I was a child, I spoke as a child, I understood as a child, I thought as a child, but when I became a man, I put away childish things.

2. I once put a wasp into the nest, but when the spider came out in order to seize it as usual, upon perceiving what kind of enemy it had to deal with, it instantly broke all the bonds that held it fast, and contributed all that lay in its power to disengage so formidable an antagonist.

3. The charts of the world which have been drawn up by modern science have thrown into a narrow space the expression of a vast amount of knowledge, but I have never yet seen any one pictorial enough to enable the spectator to imagine the kind of contrast in physical character which exists between northern and southern countries.

4. When such a man perceives that if he fails, everyone will be able to understand the risk that has been incurred, but that if he succeed no one will estimate the danger that has been silently overcome, he bows nevertheless to the supreme dictates of his judgement.

5. The lowest mechanic, however, looks upon it as his duty to be a watchful guardian of his country's freedom, and often uses a language that might seem

haughty even in the mouth of the great emperor who traces his ancestry to the moon.

6. The brute took and drank and evidently enjoyed the wine which was new to him and swilled again at the flagon and entreated for more and prayed to Ulysses to tell him his name that he might bestow a gift upon the man who had given him such brave liquor.

7. My friend's talk made so odd an impression upon my mind, that soon after I was abed, I fell insensibly into a most unaccountable reverie that had neither moral nor design in it and cannot be so properly called a dream as a delirium.

8. When contrary to the wicked hopes he had formed, his brother proved victorious, his envy knew no bounds, and he swore he would burn the chamber where Orlando slept.

9. When the ship fell over and the mast became horizontal, he crawled out to the mizzentop and sat there till the spar gave away and plunged him into the waves whence he was dragged into one of the boats.

10. If you put the end of an iron rod in the fire and hold it there, you do something more than heat that end, for you heat the whole of it up to the end that you hold in your hand.

11. The governor of the town, who was present, cried out with a loud voice and ordered Androcles to explain how a savage beast could have so forgotten its innate disposition all of a sudden, that it became converted into a harmless animal which preferred rather to spare its victim than to devour him.

12. History says that Socrates, when he was given the cup of hemlock, continued to talk to the friends who were standing around him as he drank it.

13. There is nothing that shocks me so much as that which I hear very often that a man does not know how he can make his life happy.

14. I have noticed it often among my own people that the strong skilful men are often the gentlest to women and children, and it is pretty to see them carrying the little babies as if they were no heavier than little birds.

15. This put Viola in mind of her own sorrow, and she longed to serve the lady, but the captain said that that was impossible for she would admit none.

16. When we reached the gate, I told him I could go no further as I was expecting visitors and must return to receive them.

17. Everyone who knows you acknowledges, when he considers the case calmly that you have been wronged.

18. When the father came home, he found that, although he had been away for a long time, the children who had been left alone, had behaved quite well.

19. The governor who was himself young sympathised with the youngman but reminded him that it was the duty of an officer to fight when his country was at war with another.

20. The people of one country thought that they were better than others who lived in other countries and they fought with those others.

21. He had it proclaimed throughout his kingdom that he would give a great reward to anyone who would teach him what was the right time for every action.

22. I find it difficult to persuade my juniors that I was once as young as they are, and yet it is a fact that I was appointed editor at the age of twenty-three.

23. I do not know what others think of what I have done, but to myself I appear like a child who is picking up pebbles on the shore whilst the great ocean of truth lies unexplored before me.

24. As soon as a student receives his paper he should read carefully the instructions at the top and then glance at all the questions although this may take more time than he thinks he can afford.

25. The streets will be swept, thieves and other enemies driven out, and in the hive will be heard the soft sound of the strange hymns of rejoicing, which would seem to be the chant that denotes the presence of the queen.

26. After a flower has died, the cotton boll becomes larger and grows so fat that it bursts out of the leaves, and the feathery cotton boll can be seen.

27. While I was doing this, I found the tide began to flow, though very calm, and I had the mortification to see my coat, shirt and waistcoat, which I had left on the shore upon the sand, swim away.

28. Dr Rajendra Prasad, who was very fond of learning, said that students should cultivate the habit of reading books which are the treasure of knowledge.

29. Pandit Nehru said that India which is following the policy of neutrality, will never join any group, as it is not proper for the country.

30. The old beggar, who cried as if his heart would break, told me that he had no food to eat for three days.

31. I felt secure when I got home to my little tent and lay with all my wealth about me, but it blew very hard all that night, and in the morning, when I looked out, no more ship was to be seen.

32. Nothing can describe the confusion of thought which I felt when I sank into the water.

EXERCISE

Complete the following sentences—

1. If I were a monkey————————
2. If she were a king————————
3. No sooner did I go to bed————————
4. Everyone knows————————
5. I believe————————
6. The boy who has long hair————————
7. Seven years have passed————————
8. I missed the bus————————
9. ————————he is happy.————————
10. ————————you can't rise high.————————
11. ————————is not true.————————
12. ————————is uncertain.————————

EXERCISE

Match the clauses under A and B to make meaningful sentences—

A	B
She worked so hard	who wrote this novel
However fast you may run	as if he were a parrot
Were I a bird	is known to all
I don't know	in case it rains
What he spoke	that he is not honest
Take an umbrella	I would fly to you
That honesty is the best policy	you can't win the race
My objection is	if he is ill
I don't know the man	that she fell ill
He memorises	was not heard clearly

□□□

CHAPTER XVII

SYNTHESIS

Synthesis एक ऐसी विधि है जिसके द्वारा बहुत-से वाक्यों को जोड़कर एक वाक्य बनाया जाता है, जो Simple, Compound, Complex या Mixed हो सकता है। यहाँ हमें देखना है कि किन-किन विधियों (methods) के द्वारा वाक्यों को जोड़कर उन्हें Simple, Compound, Complex या Mixed sentence का रूप दिया जाता है।

SIMPLE SENTENCES INTO A SINGLE SIMPLE SENTENCE

आप जानते हैं कि Simple Sentence में एक ही clause रहता है जो Principal Clause होता है; उसमें एक भी Subordinate Clause नहीं रहता। इसका अर्थ यह है कि simple sentence में केवल एक ही Finite Verb रहता है। इसलिए जब बहुत-से simple sentences को जोड़कर उन्हें एक simple sentence बनाना पड़ता है, तब यह कोशिश की जाती है कि एक ही Finite Verb का प्रयोग हो। इस लक्ष्य की पूर्त्ति के लिए बहुत-सी विधियाँ हैं जिनमें ये मुख्य हैं—

(*A*) *use of Participle*
(*B*) *use of Nominative Absolute*
(*C*) *use of Noun or Phrase in Apposition*
(*D*) *use of Infinitive*
(*E*) *use of Preposition*
(*F*) *use of Object + Infinitive*
(*G*) *use of Too*
(*H*) *use of Enough*

अब हम इन विधियों को एक-एक कर लें और देखें कि इनके द्वारा किस प्रकार बहुत-से Simple Sentences को जोड़कर एक Simple Sentence बनाया जाता है। हमें यह भी विचार करना होगा कि किस अवस्था में किस विधि का प्रयोग कब करना चाहिए। आज तक ऐसा कोई नियम नहीं बन पाया है कि किस विधि का प्रयोग कब होता है। लोग सुविधानुसार ही इनका प्रयोग करते हैं; पर मेरे जानते यदि वाक्यों के अर्थ को ठीक से समझा जाय तो उन विधियों के प्रयोग करने के नियम कुछ मोटे तौर पर निकल सकते हैं।

(A) USE OF PARTICIPLE

Participle के द्वारा Simple Sentences को तब जोड़ा जाता है, जब—

Rule I. सभी simple sentences के Verbs का कर्त्ता common (सामान्य कारक या common factor) हो, अर्थात् एक ही व्यक्ति या वस्तु उन सभी simple sentences में कर्त्ता का काम करता हो; और

Rule II. जिन Simple Sentences के Verbs को देखने पर ऐसा लगे कि एक काम दूसरे के बाद हुआ है और इसलिए वे एक-दूसरे से बँधे हुए हैं; जैसे—

He raised his gun. *He* took aim. *He* shot the tiger.

इन तीनों वाक्यों का कर्त्ता *He* है, अर्थात् *He* तीनों Verbs का common Subject है—He (raised + took + shot).

Caution—इसके अतिरिक्त एक और बात पर ध्यान दें। इन तीनों Verbs से यह पता चलता है कि तीन कार्य किये गये हैं; पहले बन्दूक उठाने का, उसके बाद निशाना साधने का और अन्त में बन्दूक चलाने का। इस तरह एक के बाद दूसरा काम किया गया है। इसलिए इन तीनों simple sentences को Participle के द्वारा जोड़ना चाहिए।

How to use Participle

Participle के द्वारा वाक्यों को जोड़ने का नियम यह है—

Rule I. जो कार्य (Verbs) के पहले हुआ हो, उसे Participle में बदल दें और जो कार्य या क्रिया अन्त में हो, उसे Finite रहने दें; जैसे—

He *raised* the gun. He *took* aim. He *shot* the tiger.

इन तीनों वाक्यों में सबसे पहले कार्य की चर्चा पहले वाक्य में हुई है; उसके बाद दूसरे में और अन्त में तीसरे वाक्य में। अतः इन्हें इस प्रकार जोड़ दें—

Having raised the gun and *taken* aim, he *shot* the tiger.

कुछ और उदाहरण लें—

1. He *drew* his sword. He *rushed* at the man.
   = *Having drawn* his sword, he *rushed* at the man.
2. *Turn* to the left. You *will then see* the post-office.
   = *Turning* to the left, you *will see* the post-office.
3. They were *too late* for the train. They tried to hire a taxi. They *hoped* to see the princess.
   = *Being too late* for the train, they *tried* to hire a taxi, *hoping* to see the princess.
4. He *worked* hard. He felt tired.
   = *Having worked* hard, he felt tired.
5. I *spoke* to the teacher. I *sat* at the table. I *held* the book in my hand.
   = *Seated* at the table and *holding* the book in my hand, I *spoke* to the teacher.

(B) USE OF NOMINATIVE ABSOLUTE

Nominative Absolute का प्रयोग होता है, जब—

Rule I. वाक्यों के कर्त्ता भिन्न-भिन्न व्यक्ति या वस्तु होते हैं, एक ही वस्तु या व्यक्ति नहीं;

Rule II. उन वाक्यों के Verbs से ऐसा मालूम पड़ता है कि जो कार्य एक-दूसरे के

बाद होते हैं, उनके बीच एक प्रकार का causal relation (कारण और उसके परिणाम का सम्बन्ध) है; जैसे—

The *sun* rose. The *fog* disappeared.

यहाँ पहले वाक्य का कर्त्ता sun है और दूसरे का fog. हम यह भी देखते हैं कि यहाँ दो Verbs (rose and disappeared) आये हैं, जिनमें एक प्रकार का causal relation मालूम पड़ता है क्योंकि यह स्वाभाविक है कि सूर्य के उगने से कुहासा विलीन हो जाता है। इसलिए इन वाक्यों को इस प्रकार जोड़ना चाहिए—

The sun having risen, the fog disappeared.

इन वाक्यों को भी देखें—

The *agreement* was signed. *All* were satisfied.
=The *agreement being signed*, all were satisfied.

इन वाक्यों को Nominative Absolute के द्वारा जोड़ा गया है, क्योंकि इनके कर्त्ता अलग-अलग हैं और जिन कार्यों की चर्चा हुई है उनके बीच कारण-फल का सम्बन्ध है—समझौते पर दस्तखत कारण है और लोगों का सन्तोष उसका फल।

How to use Nominative Absolute

Nominative Absolute उस कर्त्ता (nominative) को कहते हैं, जो वाक्य में स्वतन्त्र (absolute) रहता है, क्योंकि वैसे कर्त्ता का कोई भी असर वाक्य के Verb पर नहीं पड़ता। ऊपर के वाक्यों में '*sun*' और '*agreement*' Nominative Absolute हैं। इन वाक्यों के nominative क्रमशः 'fog' और 'all' हैं।

Nominative Absolute के प्रयोग की विधि यह है—

Rule I. जो कार्य पहले हो (जो कारण का काम करे) उसके कर्त्ता को Participle के पहले रख दें और जो कार्य पीछे हो (जो कारण का फल हो) उसके कर्त्ता को Nominative मान लें। ऊपर दिये गये वाक्यों में ऐसा ही किया गया है। पहले सूर्य का उगना हुआ और उसके बाद कुहासा का विलीन होना। इसलिए पहले वाक्य के कर्त्ता (sun) को Participle (having risen) के पहले रखा गया, अर्थात् sun को Nominative Absolute बना दिया गया और दूसरे वाक्य के कर्त्ता (fog) को Nominative माना गया। इन उदाहरणों को भी देखें—

1. The leader was slain. The rioters were seized with panic.
=The leader *having been slain* (or *being slain*), the rioters were seized with panic.
2. The steamer was delayed by a storm. We left by train.
=The steamer *having been* (or *being*) *delayed* by a storm, we left by train.
3. Your son has been ill during the greater part of this term. His studies have fallen into arrears. I am unable to give him promotion.
=Your son *having been ill*......term, and his studies *having fallen* into arrears, I am unable to give him promotion.

4. The town was well stocked with provisions. The guns were well stocked with ammunitions. The enemies were forced to raise the siege.
   =The town *being well stocked* with provisions and the guns with ammunitions, the enemies were....siege.
5. The siege was over. The enemy withdrew. The city opened its gates. By this means its trade and prosperity rapidly revived.
   =The siege *being over*, the enemy *having withdrawn* and the city *having opened* its gates, trade and prosperity rapidly revived.
6. The business will now prosper. He and I have come to terms.
   =He and I *having come* to terms, the business will now prosper.
   The fog was dense. No one could see his way through the streets.
   =The fog *being dense*, no one could....streets.

(C) USE OF NOUN OR PHRASE IN APPOSITION

Rule I. Apposition का प्रयोग तब होता है जब एक वाक्य में कही गयी बातों (कार्यों या गुणों अर्थात् Verbs or Adjectives) की विस्तारपूर्वक व्याख्या अन्य वाक्यों में की जाती है; जैसे—

Byron had some of the great qualifications of a great poet. He possessed great *command of language*. He was a *keen observer of nature*. He had an *accurate knowledge of men and nature*.

यहाँ पहले वाक्य में Byron की योग्यताओं (गुणों) की चर्चा की गयी है और अन्य तीन वाक्यों में उन गुणों की एक प्रकार से व्याख्या की गयी है, अर्थात् यह बताया गया है कि वे गुण क्या-क्या थे—भाषा पर अधिकार, प्रकृति-निरीक्षण की शक्ति और मानव का ज्ञान।

इसलिए इन वाक्यों को Apposition की विधि से जोड़ना चाहिए; जैसे—

Byron had some of the great qualifications of a great poet, *a great command of language, a keen observation of nature and an accurate knowledge of men and nature.*

इन वाक्यों को भी देखें—

Siraj-ud-daulah perpetrated many atrocities. He *oppressed the British merchants. He oppressed his own people no less.* He was defeated at the battle of Plassey.

यहाँ पहले वाक्य में सिराजुद्दौला के कठोर कार्यों (गुणों) की चर्चा हुई और अन्य वाक्यों में उन्हीं कार्यों पर विशेष प्रकाश डाला गया है, क्योंकि उनकी चर्चा विस्तारपूर्वक की गयी है।

अतः इन्हें इस प्रकार जोड़ा गया है—

Siraj-ud-daulah, the perpetrator of many atrocities, *oppresser of the British merchants and of his own people*, was defeated at the battle of Plassey.

How to use Noun or Phrase in Apposition

Rule I. Apposition का अर्थ होता है 'side by side' और इसलिए किसी noun या phrase को उस noun के बगल में रखा जाता है जिसकी व्याख्या की जाती है। जो noun या phrase Apposition में रहता है, उसे दो कौमा (comma) के बीच रखा जाता है। पहले दिये गये उदाहरणों के वाक्यों में comma का प्रयोग करके noun को Apposition में रखा गया है। कुछ और उदाहरण लें—

1. John Bunyan wrote "The Pilgrim's Progress". He had once been a thoughtless youngman. Later he became a religious penitent.

=John Bunyan, *the author of "The Pilgrim's Progress"*, *once a thoughtless youngman*, later became a religious penitent.

2. Mahatma Gandhi was a lover of peace. He had once been a lawyer. He preached non-violence.

=Mahatma Gandhi, *a lover of peace*, *once a lawyer*, preached non-violence.

(D) USE OF INFINITIVE

Rule I. Infinitive के प्रयोग द्वारा वाक्यों को तब जोड़ा जाता है, जब सभी वाक्यों से मालूम पड़ता है कि उनमें अन्योन्याश्रय (*interdependence*) का सम्बन्ध है। वह सम्बन्ध कभी-कभी कारण और परिणाम (cause and effect) का रहता है, पर यह आवश्यक नहीं है। हाँ, इतना तो अवश्य है कि उनमें गहरा सम्बन्ध रहता ही है। ऐसे वाक्यों को Nominative Absolute के द्वारा जोड़ा नहीं जा सकता, क्योंकि Nominative Absolute उन वाक्यों को जोड़ता है (जैसा कि पहले कहा जा चुका है) जिनके कर्त्ता भिन्न-भिन्न होते हैं और इसलिए उन कार्यों में भिन्न-भिन्न बातें कही जाती हैं। इसके अतिरिक्त, उन वाक्यों से बोध होता है कि एक कार्य के समाप्त होने पर दूसरा कार्य तथा दूसरे के बाद तीसरा कार्य होता है और उनमें कारण-परिणाम का सम्बन्ध है। पर Infinitive उन वाक्यों को जोड़ता है, जिनसे यह मालूम पड़ता है कि कार्यों के बीच तो कारण-परिणाम का या अन्योन्याश्रय सम्बन्ध है, लेकिन एक कार्य दूसरे के बाद नहीं होता, बल्कि वे कार्य एक ही साथ होते हैं, मानो वे एक कड़ी से जुड़े हुए हों; जैसे—

His house and goods were sold. His debts had to be paid.
=His house and goods were sold *to pay* his debts.

यहाँ दूसरे वाक्य में कारण बतलाया गया है और पहले में उसका परिणाम। इन वाक्यों को Infinitive के द्वारा जोड़ा गया है, Nominative Absolute के द्वारा नहीं, क्योंकि

इन वाक्यों से ऐसा पता नहीं चलता कि एक कार्य के समाप्त होने पर दूसरा कार्य उसके परिणामस्वरूप हुआ। एक और उदाहरण लें—

He could not prepare well for the examination. He had not sufficient time.

=He had not sufficient time *to prepare well* for the examination.

यहाँ भी दूसरे वाक्य में कारण बतलाया गया है और पहले में इसका परिणाम। इन वाक्यों में भी दो कार्यों की चर्चा हुई है, पर एक कार्य दूसरे के बाद नहीं हुआ, बल्कि वे दो कार्य एक ही साथ हुए, जिस प्रकार कारण और परिणाम एक ही साथ रहते हैं, अलग-अलग नहीं। इन वाक्यों को भी देखें—

1. He has a large family. He must provide for them.
   =He has a large family *to provide* for.
2. He stayed up at nights working out problems in mathematics. It was a pleasure to him.
   =It was a pleasure to him *to stay up*....mathematics.
3. He must confess his fault. He will be fined otherwise.
   =He must confess his fault *to escape* fine.
4. The child grew worse every day. The parents were therefore grieved.
   =The parents were grieved *to see* the child grow worse every day.
5. The General has just come. The inspection of the volunteers is his object.
   =The General has just come *to inspect* the volunteers.
6. That man cheated all his creditors. He must have been mad.
   =That man was mad enough *to cheat* his creditors.
7. The head guides the rest of the body. It was made for this purpose.
   =The head was made *to guide* the rest of the body.
8. My father was very much delighted. He had heard of my brother's success.
   =My father was very much delighted *to hear* of my brother's success.
9. He wants to pass his examination. He works hard for that.
   =He works hard *to pass* his examination.
10. I received his letter. I was glad.
    =I was glad to receive his letter.
11. I will go to market. I want to buy books.
    =I will go to market to buy books.

(E) USE OF PREPOSITION

1. He was punished. He had stolen my book.
   =He was punished **for** stealing my book.
2. She sings songs. She earns money.
   =She earns money **by** singing songs.
3. The train went by. It did not stop.
   =The train went by **without** stopping.
4. I thanked him. He had helped me.
   =I thanked him **for** helping me.

ऐसे वाक्यों में Preposition का प्रयोग तब होता है जब इनसे कारण (cause) या साधन (means) आदि भावों का बोध होता है।

(F) USE OF OBJECT + INFINITIVE / OBJECT + PRESENT PARTICIPLE (Verb+ing)

1. I watched the children. They were playing.
   =I watched the children playing.
2. I heard the girls. They were singing
   =I heard the girls singing.
3. He sang. I heard him.
   =I heard him sing.
4. The mango fell. I saw.
   =I saw the mango fall.

ऐसे वाक्यों के Verb + Object + Infinitive या Verb + Object + Present Participle से कार्य होने की अवस्था (State of action) का बोध होता है।

EXERCISE

Change these into simple sentences as directed—

1. She teaches children. She earns money. [use by]
2. He ran away. He didn't look behind. [use without]
3. He was fined. He came late. [use for]
4. She reached home. She saw her mother. [use Participle]
5. I met my friend. I was very glad. [use Infinitive]
6. He went to fair. He wanted to sell his cow. [use Infinitive]
7. The sun rose. Darkness disappeared. [use Noun Absolute]
8. The window closed. I heard. [use Verb + Object + Infinitive without to]
9. The aeroplane landed. I saw it. [use Verb + Object + Infinitive without to]
10. We saw the soldiers. They were marching. [use Verb + Object + Present Participle]
11. I saw her. She was climbing a tree. [use Verb + Object + Present Participle]
12. They watched the boat. It was crossing a river. [use Verb + Object + Present Participle]

(G) USE OF TOO + ADJECTIVE/ADVERB

जब एक simple sentence से कार्य नहीं होने का कारण (cause) बताया जाता है और दूसरे simple sentence में इसका फल (result), तब इन्हें too + adjective/adverb की सहायता से जोड़ा जाता है। जैसे—

1. She is poor. She can't buy a new dress.
   = She is too poor to buy a new dress.
2. He is weak in English. He can't pass.
   = He is too weak in English to pass.

ध्यान दें कि इन्हें जोड़ने पर—

(i) कारण बतलाने वाला वाक्य पहले आता है।

(ii) फल बतलाने वाले वाक्य के subject तथा verb का लोप हो जाता है और इसका verb बदल जाता है Infinitive (to + verb) में; जैसे—

buy = to buy. pass = to pass.

(H) USE OF ADJECTIVE/ADVERB + ENOUGH

जब एक simple sentence से कार्य होने का कारण (cause) बताया जाता है और दूसरे से फल (result) का बोध होता है, तब इन्हें adjective/adverb + enough से जोड़ा जाता है; जैसे—

1. She is rich. She can buy a new car.
   = She is rich enough to buy a new car.
2. He is strong. He can lift this box.
   = He is strong enough to lift this box.

ध्यान दें कि इन्हें जोड़ने पर—

(i) कारण बतलाने वाला वाक्य पहले आता है।

(ii) फल बतलाने वाले वाक्य के subject और verb का लोप हो जाता है और इसका verb बदल जाता है Infinitive में; जैसे—

buy = to buy. lift = to lift.

EXERCISE

Join these sentences using **too + adjective + infinitive—**

1. This doll is very big. It can't go into the bag.
2. The ceiling is very high. She can't touch it.
3. The shirt is very small. I can't wear it.
4. These shoes are very big. He can't use them.
5. The sum is difficult. We can't do it.
6. It is very hot. We can't go out.
7. The wall is very strong. It can't collapse.
8. She is very tired. She can't work.
9. He is very young. He can't go alone.
10. You are very late. You can't catch the bus.

EXERCISE

Join these sentences using **adjective + enough + infinitive—**

1. He was kind.	He helped me.
2. She is intelligent.	She can solve the problem.
3. He is tall.	He can reach the ceiling.
4. He is strong.	He can break this rope.
5. He works hard.	He can get grand success.
6. He is stupid.	He throws stones on others.
7. She is lucky.	She can win a lottery.

SIMPLE SENTENCES INTO A COMPOUND SENTENCE

Compound sentence में कम-से-कम दो Principal Clauses रहते हैं और उसमें Subordinate Clause नहीं रहता। इसे ध्यान में रखकर ही simple sentences को एक compound sentence का रूप दिया जा सकता है। कहने का अभिप्राय यह है कि उन्हें compound sentence बनाते समय कम-से-कम दो Principal Clauses का प्रयोग अवश्य करें और Subordinate Clause का प्रयोग कभी भी नहीं करें। इससे यह स्पष्ट है कि यह कार्य Coordinating Conjuctions की सहायता से ही हो सकता है और Subordinating Conjuctions की जरूरत नहीं पड़ सकती। आप जानते हैं कि वे Coordinating Conjuctions हैं—

and, both....and, also, too, as well as, not only......but also, either......or, neither ......nor, otherwise, or, but, yet, however, so, therefore, for. इन conjuctions के द्वारा वाक्यों को जोड़ते समय वाक्यों के अर्थ पर अवश्य ध्यान देना चाहिए। यदि वाक्यों को पढ़ने से ऐसा मालूम हो कि facts या statements के बीच विरोध (contrast) का भाव है, तो but, yet आदि का प्रयोग करना चाहिए; जैसे—

He is poor. He is happy.

आप जानते हैं कि poverty और happiness दो विरोधी भाव व्यक्त करते हैं। अतः इन्हें but या yet के द्वारा जोडकर compound sentence बनाया जाना चाहिए—

1. He is poor *but* happy.
2. He is poor, *yet* he is happy.

इसी प्रकार, यदि ऐसे वाक्य मिलें जिनमें एक के आधार पर दूसरे वाक्य में अनुमान (inference) निकाला जाय या एक वाक्य में कारण (cause) बतलाया जाय और दूसरे में उसका परिणाम (consequence), तो उन्हें so या therefore के द्वारा जोड़ें; जैसे—

He took bribe. He was dismissed.
=He took bribe, *therefore* he was dismissed.

यदि ऐसे वाक्य मिलें जिनमें बहुत-सी चीजों के बीच एक को पसन्द या सबको नापसन्द करने की बात कही जाय, तो either......or या neither......nor का प्रयोग करना चाहिए; जैसे—

1. Do not do this. Do not do that.
=*Neither* do this *nor* (do) that.

2. Take all. Take nothing.
=*Either* take all *or* take nothing.

यदि ऐसे वाक्य रहें जिन्हें पढ़ने से मालूम हो कि प्रत्येक वाक्य में statement (कथन) है, तो उन्हें and, as well as, both......and या not only......but also के द्वारा जोड़ें; जैसे—

He cried. He wept.
=He cried *and* wept.
या He *not only* cried *but also* wept
या He *both* cried *and* wept.
या He cried *as well as* wept.

EXERCISES WORKED OUT

Combine the following sentences into a compound sentence—

1. Two cats had stolen some cheese. They could not decide how to divide it equally between them. They decided on asking a monkey to settle the dispute for them. They went to the monkey at once for that purpose.

=Two cats, having stolen some cheese, and not being able to decide how to divide it equally between them, decided on asking a monkey to settle the dispute for them, and went to the monkey at once for that purpose.

2. The monkey agreed to hear and decide the case. He called the two cats before him. He held out a pair of scales. He put one piece of cheese in one scale and one in another.

=The monkey agreed to hear and decide the case, and having called the two cats before him, he held out a pair of scales, one piece of cheese being put in one scale, and the other in the other.

3. In all labour there is profit. Mere talking tends only to failure.

=In all labour there is profit; but mere talking tends only to failure.

4. A certain rumour was current. He was said to have been taken seriously ill. He was quite well. He wrote to me that very day. He informed me by letter of his intention to extend his business.

=According to a current rumour, he was taken seriously ill; but in point of fact he was quite well, and by a letter written that very day he informed me of his intention to extend his business.

5. In private life he was amiable. In private life he was even fond of amusement. In public life he was severe. In public life he was a rigorous dispenser of justice.

=In private life he was amiable and even fond of amusement; but in public life he was severe, and a rigorous dispenser of justice.

6. It was now six o'clock in the evening. It was too late to start on our journey. We postponed starting till the following morning.

=At six o'clock in the evening it was too late to start on our journey; so we postponed starting till the following morning.

7. The people of this place are thrifty. They are industrious. I noticed the fertility of their fields. Their cottages were neat. Their persons were clean.

=The people of this place are thrifty and industrious; and I noticed the fertility of their fields, the neatness of their cottages, and the cleanliness of their persons.

8. I have no knowledge of the person referred to. I am unable to say any good of him. I am unable to say any evil of him.

=I have no knowledge of the person referred to, and am therefore unable to say anything about him, good or evil.

9. The storm had now passed. The sun rose above the horizon. Every drop of dew sparkled like a diamond. The birds warbled their morning hymns. The streams were dancing down the rocks or through the glens. The little brooks tinkled like silver bells. The trees, fanned by the morning breeze, waved the ends of their huge branches in the blue sky. The birds hopped about chirping their cheerful notes. All nature seemed to have put on its brightest and most pleasing colours.

=The storm had now passed : the sun rose above the horizon, every drop of dew sparkled like a diamond, the birds warbled their morning hymns, streams were dancing down the rocks or through the glens, little brooks tinkled like silver bells, the trees fanned by the morning breeze waved the ends of their huge branches in the blue sky, the birds hopped about, chirping their cheerful notes,—in short, all nature seemed to have put on its brightest and most pleasing colours.

10. He received all the pay promised him. He was dissatisfied. He filed a petition in court.

=In spite of his having received all the pay promised him, he was dissatisfied, and filed a petition in court.

11. Henry was not in a position to follow up his victory. He had gained this victory on the field of Agincourt. He proceeded to Calais. From Calais he proceeded to Dover. At Dover he was received with the greatest enthusiasm.

=Henry, not being in a position to follow up the victory gained at Agincourt, proceeded to Calais, and thence to Dover, where he was received with the greatest enthusiasm.

12. Perkin Warbeck was promised his life. He surrendered on that promise He was carried in mock triumph to London. A confession of the imposture was published in London. The object of this publication was to satisfy the people.

=Perkin Warbeck, having surrendered on promise of his life, was carried in mock triumph to London, where a confession of the imposture was published for the satisfaction of the people.

13. A poor Arab came suddenly upon a spring of sweet water. He had never before tasted any but brackish wells. He thought such sweet water fit only for a king. He filled his leathern bottle from the spring. He set off to present it to the Khalif.

=A poor Arab, having come suddenly upon a spring of sweet water, and having never before tasted any but brackish wells, thought such sweet water fit only for a king; so he filled his leathern bottle from the spring and set off to present it to the Khalif.

14. The courtiers pressed forward. They desired to take this precious water. The Khalif forbade them to taste even a drop. The water had turned sour on the way. The Khalif did not desire to give offence to the peasant. The peasant was simple-minded. The peasant was loyal.

=The courtiers pressed forward to taste this precious water but the Khalif forbade them to taste even a drop, for the water had turned sour on the way; and the Khalif did not desire to give offence to the simple-minded, but loyal peasant.

15. You have finished the job before time. You have done it in good style. This is more than I expected of you. You have never before shown so much quickness and energy. I have seen a great deal of you for many years past.

=You have finished the job before time, and have done it in good style; well, I did not expect this much of you; for you have never before shown such quickness and energy, and I can say this with confidence, having seen a great deal of you for many years past.

16. The barons were not content with having thus far humbled the king. They selected twelve of their number. The duty of these twelve was to act as a standing council. Good government was the object to be gained. These mean did not consult the interests of the country. They usurped the royal power. They gave their chief care to the aggrandisement of their own families.

=The barons, not being content with having thus far humbled the king, selected twelve of their number to act as a standing council in the interests of good government, but these twelve men, far from consulting the interests of the country, usurped the royal power, and gave their chief care to the aggrandisement of their own families.

SIMPLE SENTENCES INTO A COMPLEX SENTENCE

आप जानते हैं कि complex sentence में केवल एक ही Principal Clause होता है और उसमें कम-से-कम एक Subordinate Clause भी रहता है। इसलिए simple sentences को जोड़कर उन्हें एक complex sentence बनाते समय उसमें एक ही Principal Clause रखें और अन्य वाक्यों को Subordinate Clause का रूप दे दें।

Subordinate Clauses तीन प्रकार के होते हैं—(1) Noun Clause, (2) Adjective Clause और (3) Adverb Clause. ये तीनों प्रकार के Subordinate Clauses *Relative Pronouns/Relative Adverbs/Subordinating Conjunctions* से आरम्भ होते हैं जिनमें ये मुख्य हैं—

that, who, which, what, because, since, so that, in order that, as, as if, as soon as, though, before, after, if, when, where, till, until.

किस Subordinating Conjunction का प्रयोग कहाँ और कब होता है या (दूसरे शब्दों में) कब और कहाँ Noun Clause या Adjective Clause या Adverb Clause का प्रयोग करके वाक्यों को complex sentence बनाया जाता है, यह वाक्यों के अर्थ पर ही निर्भर करता है। यह काम इन नियमों की सहायता से आसानी से कर ले सकते हैं—

How to use Adverb Clause

Rule I. यदि वाक्यों से मालूम हो कि उनके बीच cause (कारण), condition (शर्त), contrast (विरोध), comparison (तुलना), time (समय) या place (स्थान) का सम्बन्ध है, तो Adverb Clause के द्वारा वाक्यों को जोड़ना चाहिए। इन्हें देखें—

1. He succeeded. He laboured hard.
   =He succeeded *becouse* he laboured hard.
2. He has been very unfortunate. He is always cheerful.
   =*Though* he has been very unfortunate, he is always cheerful.
3. He is a clever boy. No other boy in the class is more clever.
   =No other boy in the class is cleverer *than* he is.
4. You must sign your name. He will then agree to your terms.
   =He will agree to your terms, *if* you sign your name.
5. Men may sow much or little. They will reap accordingly.
   =Men will reap *according as* they sow much or little.

6. You have treated me in a certain way. I will treat you in the same way.

   =I will treat you *as* you have treated me.

इन वाक्यों को Adverb Clauses के द्वारा जोड़कर complex sentence बनाये गये हैं। पहले दो वाक्यों में clause का सम्बन्ध है। इसलिए इन्हें because के द्वारा जोड़ा गया है। दूसरे दो वाक्यों के बीच contrast का सम्बन्ध है और तीसरे दो वाक्यों के बीच comparison का। अतः दूसरे दो वाक्यों को though के द्वारा और तीसरे दो वाक्यों को than के द्वारा जोड़ा गया है। चौथे दो वाक्यों से condition का बोध होता है। इसलिए इन्हें if के द्वारा जोड़ा गया है। पाँचवें और छठे वाक्यों से manner बतलाया गया है। इसलिए इन्हें according as तथा as के द्वारा जोड़ा गया है।

Rule II. समय (time) का बोध कराने वाले वाक्यों को इनकी सहायता से जोड़ा जाता है—

after, before, until.

इन वाक्यों को लें—

1. He finished the work. Then he went out.
   He went out *after* he had finished the work.
   He had finished the work *before* he went out.
2. I wrote a letter. Then I read the newspaper.
   I read the newspaper *after* I had written a letter.
   I had written a letter *before* I read the newspaper.
3. I finished the book. Then I went to bed.
   I went to bed *after* I had finished the book.
   I had finished the book *before* I went to bed.
4. The bus stopped. Then I got off.
   I did not get off the bus *until* it stopped.
5. She finished the work. Then she went out.
   She did not go out *until* she finished the work.

इन नियमों का ध्यान रखें—

(I) पहले समाप्त होने वाले कार्य के साथ *before* का प्रयोग होता है, पर बाद में समाप्त होने वाले कार्य के साथ *after* आता है।

(II) Until से आरंभ होने वाले clause में *not* नहीं आता, पर Principal Clause में not का प्रयोग होता है।

How to use Adjective Clause

Rule I. Adjective Clause के द्वारा भी simple sentences को जोड़कर एक complex sentence बनाया जाता है। यदि वाक्य में किसी व्यक्ति या वस्तु की चर्चा हो और अन्य वाक्यों में उसी के गुणों पर प्रकाश डाला जाय, तो Adjective Clauses

बनाने के लिए who, which, that, when या where का प्रयोग होता है; जैसे—

I suffered *anxiety*. The *anxiety* was extreme.
=The anxiety *that* I suffered was extreme.

यहाँ पहले वाक्य में anxiety के विषय में बताया गया है और दूसरे में उसी पर और प्रकाश डाला गया है। इसलिए इन्हें Adjective Clause के द्वारा जोड़ा गया है। एक और उदाहरण लें—

A small *house* stood at the foot of the hill. We stayed *there* for the night.
=We stayed for the night at a small house *which* stood at the foot of the hill.

यहाँ पहले वाक्य में house की चर्चा हुई है और दूसरे में उसी पर प्रकाश डाला गया है (We stayed *there* for the night.)। इसलिए इन्हें भी Adjective Clause के द्वारा जोड़ा गया है।

इन वाक्यों को भी देखें—

1. He had received a good *education*. *This* raised him above many men.
   =The good education *that* he had received raised him above many men.
2. That is the *house*. He was born *there*.
   =That is the house *where* he was born.
3. This is the *book*. I wanted to buy *it*.
   =This is the book *that* I wanted to buy.
4. Daniel came alive out of the *den*. In *that den* lions were kept.
   =Daniel came alive out of the den in *which* lions were kept.
5. I went down a *footpath*. At the end of the *footpath* there was a chasm. The depth of the *chasm* was about twenty feet. The *dead body* of a man was lying there. A faithful dog was still seated by *its side*.
   =I went down a footpath, at the end of *which* there was a chasm about twenty feet deep, with the dead body of a man lying there, and a faithful dog still seated by its side.

Note—Who/which/that के द्वारा जब Adjective Clause बनाया जाता है, तब इनका अर्थ हिन्दी में कोई भी ऐसा शब्द होता है जो 'ज' से आरम्भ होता है; जैसे— 'जो', 'जिस' आदि। विशेष जानकारी के लिए Analysis के अध्याय को देखें।

How to use Noun Clause

Rule I. जब एक simple sentence के कथन (fact, opinion, belief, hope आदि) को दूसरे में स्वीकार (affirm) या अस्वीकार (deny) किया जाता है, तब ये *that*

के द्वारा जोड़ जाते हैं। ऐसा that + clause होता है Noun Clause और वह वाक्य हो जाता है complex; जैसे—

1. Better luck may be in store for us. We hope so.
   = We hope that better luck may be in store for us.
2. He is honest. I know this.
   = I know that he is honest.

इन वाक्यों को देखें—

1. He is honest. I do not doubt it.
   = I do not doubt *that* he is honest.
2. He will come today. I am sure of it.
   = I am sure *that* he will come today.
3. You have acted wrongly. I believe so.
   = I believe *that* you have acted wrongly.
4. A lazy man injures no one but himself. This is not true.
   = It is not true *that* a lazy man injures no one but himself.
5. Someone has been making a great noise. I should like to know the person.
   = I should like to know *who* has been making a great noise.
6. The messengers told us something about that matter. I heard it.
   = I heard *what* the messengers told us about that matter.
7. Your hopes about your son's future may or may not be fulfilled. Time alone will show.
   = Time alone will show *whether* your hopes about your son's future will be fulfilled or not.

Note—ऐसे वाक्यों को जोड़ने पर it/this/that/so का लोप हो जाता है।

Rule II. Simple sentences को इन शब्दों की सहायता से जोड़ा जाता है—
who, which, whom, whose, what,
when, where, why, how, if, whether.

इन्हें जोड़ने पर who + clause/which + clause आदि Noun Clauses होते हैं और पूरा वाक्य complex बन जाता है; जैसे—

Assertive + Interrogative = Assertive + Assertive; जैसे—

1. I don't know. Who is she ?
   = I don't know who she is.
2. I can't say. Is he ill ?
   = I can't say if/whether he is ill.

Imperative + Interrogative = Imperative + Assertive; जैसे—

1. Tell me. Where is he ?
   = Tell me where he is.

2. Inform me: When will he come ?
=Inform me when he will come.

Interrogative + Interrogative = Interrogative + Assertive; जैसे—

1. Do you know ? Why is she sad ?
=Do you know why she is sad ?
2. Can you tell me ? How have you come ?
=Can you tell me how you have come ?

Assertive + Exclamatory = Assertive + Assertive; जैसे—

1. How well he plays ! Nobody can believe.
=Nobody can believe how well he plays.
2. No one can imagine. What a great man he is !
=No one can imagine what a great man he is.

Assertive + Assertive = Assertive + Assertive; जैसे—

1. Somebody called me. I don't know who.
=I don't know who called me.
2. He will come. I can't say when.
=I can't say when he will come.

Rule III. जब एक simple sentence से प्रबल इच्छा का बोध होता है और दूसरे से इच्छापूर्त्ति का अभाव व्यक्त किया जाता है, तब इन्हें इस प्रकार जोड़ा जाता है—

Simple sentence+['that' understood]+Subject+were+other words

Simple sentence+['that' understood]+Subject+Verb (Past Tense) +Other words.

इन वाक्यों को देखें—

1. I wish to be a king. I am not a king.
=I wish I were a king.
2. I wish to know him. I don't know him.
=I wish I knew him.
3. I wished to know him. I didn't know him.
=I wished I had known him.

EXERCISE

Join these into Complex Sentences—

1. I can't swim. I wish to swim.
2. I am not a Prime Minister. I wish to be a Prime Minister.
3. I am not a bird. I wish to be a bird.
4. She is black. She is beautiful.
5. There is a cow in the field. It is mine.
6. He was late. He missed the bus.
7. She will pass. I hope so.
8. I used a candle. Electricity failed at that time.
9. The train arrived. I have reached the station before.

10. I started for Bombay. I received a telegram at that moment.
11. A doctor arrived. She died before his arrival.
12. An eruption begins. Clouds of steam and ashes burst out.
13. Mother is making tea. Father is watching T. V.
14. It may rain. I will take an umbrella in that case.
15. He worked very hard. He felt tired.
16. He is honest. He is honest in spite of poverty.
17. The police arrived. Thieves fled away.

SIMPLE SENTENCES INTO A MIXED SENTENCE

Mixed sentence में कम-से-कम दो Principal Clauses रहते हैं और कम-से-कम एक Subordinate Clause. इन नियमों का सदा ध्यान रखें—

(i) *Simple sentence—One Principal Clause.*
(ii) *Compound sentence—At least two Principal Clauses.*
(iii) *Complex sentence—Simple + Subordinate Clause.*
(iv) *Mixed sentence—Compound + Subordinate Clause.*

तो, इससे यह स्पष्ट है कि simple sentence को एक mixed sentence बनाने के लिए आपको उन्हीं नियमों की सहायता लेनी पड़ेगी जो compound और complex sentence के सम्बन्ध में बताये गये हैं। आप Co-ordinating और Subordinating Conjunctions के द्वारा यह काम आसानी से कर सकते हैं, जिसकी चर्चा पहले ही हो गयी है।

EXERCISES WORKED OUT

Combine the following simple sentences into a complex or mixed sentence—

1. The murder was proved. The judge then ordered the man to be executed. The man had been four days under trial.

=The murder having been proved, the judge ordered the man, who had been four days under trial, to be executed.

2. The supply of pasture often runs short. The nomads of Tartary then shift their abode. They search for new pasture elsewhere.

=When the supply of pasture runs short, the nomads of Tartary shift their abode in search of new pasture elsewhere.

3. We heard the sad news. We immediately started for the afflicted house. There we found the mourners.

=On hearing the sad news, we immediately started for the afflicted house, where we found the mourners.

4. They spoke in defence of their absent friend. They could not have spoken better.

=They could not have spoken better than they did in defence of their absent friend.

5. He behaved prudently under the circumstances. Few men would have acted so prudently.

=Few persons would have acted so prudently as he did under the circumstances.

6. Siraj-ud-daulah was defeated. He fled from the field of battle. His horse could not carry him more than a few miles. His horse was of the purest Arab blood.

=When Siraj-ud-daulah was defeated from the field of battle his horse, though it was of the purest Arab blood, could not carry him more than a few miles.

7. His difficulties become greater and greater. He shows more and more energy.

=The greater his difficulties, the more energy he shows.

8. I will visit your house in June next. You have frequently asked me to do so. I will not disappoint you any longer.

=I will visit your house in June next, as you have frequently asked me to do; and I will not disappoint you any longer.

9. Richard I, King of England, was seized with remorse. He had rebelled against his father. The father at that time was an old man. He was much attached to all his sons.

=Richard I, King of England, was seized with remorse for having rebelled against his father, who was at that time an old man and much attached to his sons.

10. I am very sorry. He has lost all hope. He has given up work. He worked hard last year. He has excellent abilities.

=I am very sorry that he has lost all hope and given up work; for he worked hard last year, and has excellent abilities.

11. I left him to his fate. He persisted in refusing help. I offered him help onall occasions. On such occasions he needed it.

=I left him to his fate, as he persisted in refusing the help which I offered him whenever he needed it.

12. The ships were in the greatest danger. They had not been sufficiently warned. A violent storm was rising. Yesterday the wind was calm.

=The ships were in the greatest danger, as they had not been sufficiently warned; for a violent storm was rising, though yesterday the wind was calm.

13. He is attacked unjustly. He is blamed for serious faults. He has not been guilty of such faults. He becomes for this reason very much vexed.

=He becomes very much vexed at being unjustly attacked and blamed for serious faults, of which he has not been guilty.

14. The prince cannot increase his forces. He must first raise the money. He cannot pay his men without this. He cannot without this induce them to fight cheerfully for his cause.

=Before he can increase his forces, the prince must first raise money, without which he cannot pay his men or induce them to fight cheerfully for his cause.

15. You may still perhaps succeed in your object. You must persevere steadily. Success is impossible without this.

=If you are to succeed in your object, you must persevere steadily; for without this success is impossible.

16. We expostulated with him. He would not yield. He kept to his own purpose. This purpose was certain to work much mischief.

=He would not yield to our expostulations, but kept to his own purpose which was certain to work much mischief.

17. He puts on a grave face. At heart he is a foolish fellow. No one trusts him. He has disappointed us a hundred times already.

=Though he puts on a grave face he is at heart a foolish fellow, and no one trusts him, for he has disappointed us a hundred times already.

18. I have devoted my life to teaching. To a man in my position there is something exciting in finding himself in sight of an ancient university. This is a fact.

=It is a fact that I have devoted my life to teaching, and that to a man in my position there is something exciting in finding himself in sight of an ancient university.

19. The next two months were much pleasantly spent in this lovely island. During that time we made many friends amongst the planters. We also enjoyed their hospitality. They are noted for being hospitable.

=The next two months were most pleasantly spent in this lovely island; for during that time we made many friends among the planters, and enjoyed the hospitality for which they are noted.

20. Henceforth Axel's progress in his studies was surprising. In comparison with other boys he could devote little time to them. Considering this fact his progress was indeed surprising.

=Henceforth Axel's progress in his studies was indeed surprising, considering how little time he could devote to them in comparison with other boys.

21. Mr. Merriman left the cottage. He crossed the river. He returned almost immediately. He was accompanied by five Dyaks. He had met them in the Chinese quarter. They had arrived there with a boat-load of commodities collected from the jungle.

=Mr. Merriman left the cottage, and after crossing the river he returned almost immediately, accompanied by the five Dyaks whom he had met in the Chinese quarter, and who had arrived there with a boat-load of commodities collected from the jungle.

22. Marsupials are a kind of animal. They have pouches for carrying their young. They were once scattered all over the world. Most of them have long since become extinct. The survivors are thus confined to two quarters of the globe. One quarter is Australia. Here we find kangaroos, wombats etc. The other quarter is a limited portion of America. Here we find only one small group. This group is the opossums.

=Marsupials, a kind of animal that has pouches for carrying its young, were once scattered all over the world; but as most of them have long since become extinct, the survivors are now confined to two quarters of the globe—Australia, where we find kangaroos, wombats etc. and a limited portion of America, where we find the small group called opossums.

23. In the opossums the pouch is very small. It is thus useless as a receptacle for the little ones. The mother carries them on her back. The mother carries as many as a dozen. Their tails are lashed round hers.

=In the opossums the pouch is too small to be of any use as a receptacle for their little ones; the mother therefore carries them on her back, sometimes a dozen at a time, with their tails lashed round hers.

24. In former times there was a class of persons. They were called knights-errant. They were clad in coats of mail. They rode about singly. One object was to fight with each other at tournaments. The other object was to redress the wrongs of persons. These persons sought their assistance.

=In former times there was a class of persons called knights-errant, who were clad in coats of mail and rode about singly with

the object either of fighting with each other at tournaments or of redressing the wrongs of those who sought their assistance.

25. In those times two strong and warlike knights came from opposite directions. They met at a certain place. In that place a statue was erected.

=In those times two strong and warlike knights, coming from opposite directions, met at a certain place, where a statue was erected.

26. In the arm of the statue was a shield. One side of the shield was of iron. The other was of brass. The two knights approached the statue from opposite quarters. Each saw only one side of the shield.

=In the arm of the statue was a shield, one side of which was of iron and the other of brass; but as the two knights approached the statue from opposite quarters, each saw only his own side of the shield.

27. They immediately fell into conversation in regard to the statue before them. One declared that the shield was made of iron. The other corrected him. It was made of brass according to his assertion.

=They immediately fell into conversation in regard to the statue before them, one declaring that the shield was made of iron, while the other, correcting him, asserted that it was made of brass.

28. Two persons sometimes attempt to decide a dispute by fighting. One man may be right on the disputed question. The other may be wrong. To settle such a question by fighting is very absurd. You will think so.

=You will think it very absurd that two persons should attempt to settle by fighting who is right and who is wrong.

29. But persons may be ignorant. They may be proud. They may be conceited. Among such people that mode of settlement has been a common practice in the history of mankind. A long and furious combat now ensued between the two knights. They fought earnestly over this petty question. They would not have fought more earnestly for their lives or honour.

=But among ignorant, proud, and conceited persons that mode of settlement has been a common practice in the history of mankind; so a long and furious combat between the two knights ensued, and

they fought as earnestly over this petty question as they would have fought for their lives or their honour.

30. They had fought for a long time. Both were at last exhausted. Both were unhorsed. Both lay bleeding on the ground. They then found out something new. It surprised and vexed them greatly. The sides of the shield were of different metals. They might have saved themselves the trouble of quarrelling and wounding each other for nothing. But they had not taken the trouble at first to look at both sides of the shield.

=At last, after fighting for a long time, both were exhausted, and lay unhorsed and bleeding on the ground, when they found, greatly to their surprise and vexation, that the sides of the shield were of different metals, and that they might have saved themselves the trouble of quarrelling and wounding each other for nothing, if they had taken the trouble at first to look at both sides of the shield.

□□□

CHAPTER XVIII

NARRATION

अँगरेजी में बोलने और लिखने के दो तरीके हैं—

(क) किसी के कथन को ठीक-ठीक उसी के शब्दों में रख देना, जिसे Direct Narration कहा जाता है।

(ख) किसी के कथन का सारांश लेकर उसे अपने शब्दों में व्यक्त करना, जिसे Indirect Narration कहा जाता है।

Direct Narration का प्रयोग करने पर हम किसी के कथन को Inverted Commas "........" के भीतर रखते हैं, पर Indirect Narration में Inverted Commas का प्रयोग नहीं होता; जैसे—

1. Ram said to Mohan "I shall help you."—*Direct Narration*
2. Ram told Mohan that he would help him.—*Indirect Narration*

इस प्रकार हम देखते हैं कि Indirect Narration का प्रयोग होने पर कथन की भाषा में परिवर्त्तन हो जाता है। यह परिवर्त्तन कैसे होता है, इसके कुछ नियम हैं, जिन्हें हम General Rules और Special Rules कह सकते हैं। पर इन नियमों को समझने के पहले हमें Narration से सम्बद्ध कुछ पारिभाषिक शब्दों पर विचार करना चाहिए।

(A) Reporting Verb/Introdcuctory Verb/Verb of the Reported Speech—आप देखेंगे कि Direct Narration के Inverted commas के बाहर कम-से-कम एक वाक्य रहता है। उसी वाक्य के Verb को Reporting Verb या Introductory Verb कहते हैं।

जो वाक्य inverted commas के भीतर रहता है, उसे Reported Speech कहा जाता है और उस वाक्य के Verb को ही Verb of the Reported Speech कहते हैं।

(B) Kinds of Sentences—Narration में हमें वाक्य के अर्थ से प्रयोजन रहता है, उसकी बनावट से नहीं। बनावट की दृष्टि से वाक्य simple, compound, complex या mixed होता है, जो Analysis का विषय है। अर्थ के विचार से वाक्य के पाँच भेद होते हैं—

1. Assertive; 2. Imperative; 3. Interrogative;
4. Optative; 5. Exclamatory.

Narration में हमें इन्हीं भेदों का ध्यान रखना है, क्योंकि Direct को Indirect में बदलने का, संक्षेप में, अर्थ होता है Inverted Commas के भीतर जितने प्रकार के वाक्य रहते हैं, उन्हें बदलना। यदि हम उन वाक्यों को पहचान ही नहीं सकें, तो फिर उन्हें नियमानुसार बदल ही कैसे सकते हैं ? इन वाक्यों की चर्चा हम विस्तारपूर्वक आगे करेंगे जब Special Rules पर विचार होगा। अभी यहाँ हम पहले General Rules पर विचार करें।

GENERAL RULES

General rules उन नियमों को कहते हैं, जो प्रत्येक प्रकार के वाक्य के साथ लागू होते

हैं। Inverted Commas के भीतर किसी भी प्रकार का वाक्य क्यों न हो, इन नियमों की सहायता लेनी ही पड़ती है। इन नियमों को हम तीन भागों में इस प्रकार बाँट सकते हैं—

(i) Change of Person.
(ii) Change of Tense.
(iii) Change of other Parts of Speech.

I. CHANGE OF PERSON

Direct Narration को Indirect में बदलने पर Inverted Commas के भीतर जितने Persons (first, second और third) रहते हैं, वे इस नियम के अनुसार बदल जाते हैं—

SON, जिसे आप **SON-Formula** भी कह सकते हैं।

यहाँ S का अर्थ है Subject, O का Object और N का None या No change. इसके अनुसार inverted commas के भीतर जो First Person (I, my, we, our, me, us) रहता है, वह Reporting Verb के Subject के अनुसार बदल जाता है; जैसे—

Ram told me, "*I* shall do my work."
Ram told me that *he* would do his work.

यहाँ Reporting Verb 'told' का subject है Ram जो Third Person में है। इसलिए inverted commas के भीतर जो First Person (I और my) है, वह Third Person में बदल गया है। इसी प्रकार, यदि inverted commas के भीतर Second Person (you, your आदि) रहे तो वह Reporting Verb के Object के अनुसार बदल जाता है; जैसे—

Ram told *me*, "*You* should do *your* work."
Ram told *me* that *I* should do *my* work.

यहाँ Reporting Verb 'told' का object है me जो First Person में है। इसलिए inverted commas के भीतर जो Second Person (you और your) है, वह First Person में बदल गया है। यदि inverted commas के भीतर Third Person (he, she आदि) रहे, तो वह ज्यों-का-त्यों रहता है, अर्थात् उसमें कोई परिवर्त्तन नहीं होता; जैसे—

Ram told *me*, "*He* will do *his* work."
Ram told me that *he* would do *his* work.

यहाँ inverted commas के भीतर Third Person है। इसलिए इसमें कोई परिवर्त्तन नहीं हुआ। तो संक्षेप में, आप इन नियमों को इस प्रकार याद रखें—

1. *First Person is changed into the person of the* **Subject.**
2. *Second Person is changed into the person of the* **Object.**
3. *Third Person requires* **No change.**

Note—Person के बदलने पर उसका Number और Case वही रहता है, जो Inverted Commas के भीतर रहता है; जैसे—

He told me, "*I* shall try *my* best to help you."
He told me that *he* would try *his* best to help me.

यहाँ Inverted Commas के भीतर 'I' Nominative Case और Singular Number में है। फिर 'my' Possessive Case और Singular Number में है। इसलिए I के लिए he का प्रयोग हुआ है और my के लिए his का। इसी प्रकार, 'you' Objective Case में है। अतः you को me में बदल दिया गया है।

II. CHANGE OF TENSE

Rule I. यदि Reporting Verb Present या Future Tense में रहे, तो Reported Speech के Verb का Tense ज्यों-का-त्यों रहता है; जैसे—

1. Ram says, "I *shall go*/I *went*."
   Ram says that he *will go*/He *went*.
2. Ram will say, "I *go*/*shall go*."
   Ram will say that he *goes*/*will go*.

यहाँ पहले वाक्य में Reporting Verb 'says' Present Tense में है। इसलिए Reported Speech का Future Tense (shall go) और Past Tense (went) Indirect Narration में नहीं बदला है। इसी प्रकार, तीसरे वाक्य में Reporting Verb Future Tense में है और इसलिए Reported Speech के Present Tense (go) और Future Tense (shall go) को ज्यों-का-त्यों रख दिया गया है।

Rule II. यदि Reporting Verb Past Tense में हो और Reported Speech का Verb Present या Future Tense में, तो वह Present या Future Tense corresponding Past Tense में बदल दिया जाता है; जैसे—

1. He said, "I *will go*."
   He said that he *would go*.
2. He said. "I *am going*."
   He said that he *was going*.
3. He said, "I *have gone*."
   He said that he *had gone*.
4. He said, "I *have been going*."
   He said that he *had been going*.

इन सभी वाक्यों में Reporting Verb (said) Past Tense में है। इसलिए inverted commas के भीतर जितनी भी Future और Present Tense की क्रियाएँ हैं, वे corresponding Past Tense में बदल गयी हैं—

1. Present Indefinite = Past Indefinite.
2. Present Imperfect = Past Imperfect.
3. Present Perfect = Past Perfect.
4. Present Perfect Continuous = Past Perfect Continuous.

Rule III. यदि Reporting Verb Past Tense में हो और Reported Speech का भी Verb Past Tense में हो, तो—

(a) Reported Speech का Past Indefinite बदल जाता है Past Perfect में—

Ram said, "The train *reached late.*"
Ram said that the train *had reached late.*

(b) Reported Speech का Past Imperfect बदल जाता है Past Perfect Continuous में—

Ram said, "The boy *was reading.*"
Ram said that the boy *had been reading.*

(c) Reported Speech का Past Perfect और Past Perfect Continuous ज्यों-का-त्यों रह जाता है।

Exception : Universal truth

अभी हमने देखा है कि यदि Reporting Verb Past Tense में हो, तो Reported Speech का Verb Past Tense में बदल जाता है; पर इस नियम का एक अपवाद भी है, जो बहुत महत्त्वपूर्ण है। यदि Inverted Commas के भीतर कोई ऐसा कथन हो जिससे आदत या चिरंतन सत्य या सिद्धान्त (habitual या universal truth या principle) का बोध हो, तो Reporting Verb के Past में रहने पर भी Reported Speech के Verb का Tense नहीं बदलता; जैसे—

1. The teacher *said*, "The earth *is* round."
   The teacher said that the earth *is* round.
2. He *said*, "Honesty *is* the best policy."
   He said that honesty *is* the best policy.
3. The preacher *said*, "Man *proposes* and God *disposes*."
   The preacher said that man *proposes* and God *disposes*.

इस सम्बन्ध में याद रखें कि Inverted Commas के भीतर जो Proverbs (मुहावरे) रहते हैं, उनसे भी universal truth का बोध होता है और इसलिए वैसे वाक्यों के Verbs के भी Tense नहीं बदलते; जैसे—

1. He remarked, "A bad carpenter *quarrels* with his tools."
   He remarked that a bad carpenter *quarrels* with his tools.
2. I *said*, "Birds of a feather *flock* together."
   I said that birds of a feather *flock* together.

Caution—कभी-कभी Reported Speech में must का प्रयोग होता है। ऐसे must को साधारणत: has/have to+verb में बदल देना चाहिए; जैसे—

He said, "I must go."
He said that he *had to go*.

इस सम्बन्ध में एक बात का ध्यान रखें। यदि must से किसी नियम या सिद्धान्त (rule or principle) का बोध हो, तो must ज्यों-का-त्यों रह जाता है; जैसे—

He said, "Students must respect their teachers."
He said that students *must* respect their teachers.

III. CHANGE OF OTHER PARTS OF SPEECH

जब Reporting Verb Past Tense में रहता है, तब Reported Speech के

केवल Verb का Tense ही नहीं बदलता वरन् Reported Speech में (inverted commas के भीतर) जितने भी निकटता-सूचक (expressing nearness) Adjectives, Adverbs और Verbs रहते हैं, वे सब-के-सब दूरी-सूचक (expressing distance) शब्दों में बदल जाते हैं; जैसे—

This	*into*	That	Tomorrow	*into*	Next day
These	,,	Those	Yesterday	,,	Previous day
Here	,,	There	Last night	,,	Previous night
Now	,,	Then	Next week/year	,,	The following week/year
Thus	,,	So			
Hence	,,	Thence	Come	,,	Go
To-day	,,	That day	A year etc. ago	,,	A year before

Caution : इस सम्बन्ध में यह बात ध्यान देने योग्य है कि यदि Reported Speech में प्रयोग किये गये Adjective या Adverb से ऐसा मालूम पड़े कि वे चीजें वक्ता के साथ या सामने हैं, तो उस हालत में निकटता-सूचक शब्दों को दूरी-सूचक शब्दों में नहीं बदला जाता है; जैसे—

Ram said, "*This* is my pen."

Ram said that *this* was his pen.

यहाँ this को ज्यों-का-त्यों रख दिया गया है; इसे that में बदला नहीं गया, क्योंकि यहाँ जिस pen की चर्चा हुई है, वह वक्ता (राम) के साथ है या उसके सामने मौजूद है।

अब, इन वाक्यों को लें—

This morning he said, "I will go out *today*."

This morning he said, that he would go out *today*.

यहाँ today के बदले that day का प्रयोग उचित नहीं। क्यों? इसलिए कि कार्य उसी दिन से संबंध रखता है जिस दिन की चर्चा Direct Speech में है।

SPECIAL RULES

अब हमें special rules पर विचार करना है, जो भिन्न-भिन्न प्रकार के वाक्यों के लिए भिन्न-भिन्न हैं। यदि Inverted Commas के भीतर Assertive sentence रहे, तो एक प्रकार के नियमों की आवश्यकता होती है और यदि Imperative रहे, तो दूसरे प्रकार के नियमों की। अगर inverted commas के अन्दर Interrogative sentence हो, तो एक तीसरे प्रकार के नियम लगाये जाते हैं और Exclamatory के लिए चौथे प्रकार के। तो, इससे यह स्पष्ट है कि special rules लगा कर Direct को Indirect में बदलने के पहले हम यह अवश्य समझ लें कि inverted commas के अन्दर किस प्रकार का वाक्य है। इसको पहचानने में कोई खास कठिनाई नहीं होती, क्योंकि वाक्य के अर्थ को समझ कर और फिर विराम-चिह्न (punctuation marks) को देखकर हम आसानी से कह सकते हैं कि अमुक वाक्य किस प्रकार का है।

Interrogative sentence से प्रश्न का बोध होता है और वाक्य के अन्त में प्रश्नवाचक चिह्न (Note of Interrogation) आता है; जैसे—

1. Are you ill ? 2. What is he doing ?

इसी प्रकार, Imperative sentence से आज्ञा, प्रार्थना या परामर्श (order, request, advice या proposal) का बोध होता है; जैसे—

1. Go there. 2. Please help me. 3. Let us go.

Assertive sentence को पहचानने में कोई कठिनाई नहीं होती, क्योंकि वैसे वाक्यों से यह साफ झलकता है कि कोई बात सीधे रूप से हाँ या ना (affirmative या negative) में कही गयी है; जैसे—

1. You are a good man.
2. You are not a good man.

ऐसे वाक्यों से न तो प्रश्न का भाव झलकता है और न आज्ञा या प्रार्थना का ही।

Optative और Exclamatory sentences को भी पहचानना कठिन नहीं, क्योंकि Optative से option (इच्छा) का बोध होता है। यदि वाक्य से अभिशाप (curse) या आशीर्वाद (blessing) आदि प्रकार की अच्छी या बुरी इच्छाओं का बोध हो, तो उसे Optative समझना चाहिए; जैसे—

1. May you live long ! 2. May he die !
3. A plague split you ! 4. Long live the king !

यदि वाक्यों से हर्ष-उल्लास, शोक-सन्ताप या आश्चर्य-घृणा आदि प्रकार की आन्तरिक प्रबल भावनाओं का बोध हो, तो उन्हें Exclamatory sentence कहा जाता है; जैसे—

1. Alas ! he is dead. 2. Hurrah ! we are victorious.

इस प्रकार Inverted Commas के भीतर जितने वाक्य हों, उन्हें ठीक से पहचान कर आप Special Rules का प्रयोग करें।

I. SPECIAL RULES : ASSERTIVE SENTENCES STATEMENTS

Rule I. Inverted commas को that में बदल दें।

Rule II. Reporting verb 'say' को tell+object में बदल दें यदि say+to+object का प्रयोग हो। पर यदि to+object न रहे, तो say को ज्यों-का-त्यों रहने दें।

इस प्रकार, Indirect में वाक्य की बनावट हो जाती है—

subject+say+that+clause

or

subject+tell+object+that+clause

इन वाक्यों को देखें—

1. He said, "The earth is round."
   He said that/the earth is round.
2. He said to his friends, "I will return on Monday."
   He told/his friends/that he would return on Monday.

Note (a)—यदि Inverted commas के भीतर Terms of Address (संम्बोधन के शब्द) आएँ, तो उन्हें object में बदल दें या उन्हें address....as के बाद रखें।

इन वाक्यों को लें—

1. The teacher said, "Ram, I am pleased with you."
   The teacher *told Ram* that he was pleased with him.
2. The leader said, "Ladies and gentlemen, I should thank you all."
   The leader *addressed* the public *as* ladies and gentlemen that he should thank them all.

ऐसे वाक्यों का परिवर्त्तन इस प्रकार न करें—

The teacher said, "Ram, I am pleased with you."
The teacher said *that, Ram,* he was pleased with him.

Note (b)—यदि Inverted commas के अन्दर O, Well, You, See आदि प्रकार के शब्द सम्बोधन के लिए प्रयोग किये जायँ, तो सबसे आसान तरीका यह है कि आप उन्हें उड़ा दें, अर्थात् उनको बिलकुल ही छोड़ दें; जैसे—

The teacher said, "Well, Mohan, I shall punish you."
The teacher said to Mohan that he would punish him.

यहाँ well का बिलकुल लोप हो गया, पर इससे वाक्य के अर्थ पर कुछ भी आघात नहीं पहुँचता। वास्तव में, ऐसे शब्द निरर्थक होते हैं; क्योंकि बोलने के सिलसिले में ये यों ही प्रयुक्त हो जाते हैं। इसलिए ऐसे शब्दों को हटा देने से कोई हर्ज नहीं।

Note (c)—यदि inverted commas के अन्दर स्वागत या विदाई, 'welcome or farewell' (जैसे good morning, good night) आदि प्रकार के शब्द आएँ, तो Idiom के अनुसार इनके पहले bid या wish जोड़ कर इन्हें Reporting Verb के पहले रख देना चाहिए, that के बाद नहीं; जैसे—

My friend said to me, "*Good morning*. I am happy to see you."
My friend wished me *good morning* and said that he was happy to see me.

Note (d)—यदि inverted commas के बीच एक से अधिक Assertive Sentence रहें तो उन्हें and से जोड़ देना चाहिए या further added आदि का प्रयोग कर सभी वाक्यों को मिला देना चाहिए, क्योंकि बार-बार say या tell का प्रयोग करने पर वाक्य भद्दा हो जाता है; जैसे—

The king said, "It is enough. My mother is yet alive. I will go and see her before I die."
The king said that it was enough; that his mother was yet alive; *and that* he would go and see her before he died.

यहाँ Inverted Commas के अन्दर तीन वाक्य हैं, जो Assertive हैं और इसलिए Indirect Narration में तीनों ही को एक वाक्य बना दिया गया है। यही कारण है कि यहाँ and का प्रयोग हुआ है। यहाँ इसका Indirect form इस प्रकार भी हो सकता है—

The king said that it was enough and that his mother was yet alive. He *further added* that he would go and see her before he died.

Note (e)—कुछ ऐसे भी Assertive sentence होते हैं जो अधूरे रहते हैं, खासकर किसी प्रश्न के उत्तर में जो Elliptical (अधूरे) वाक्य कहे जाते हैं; जैसे—yes, no, very well, not at all इत्यादि। वैसी अवस्था में प्रश्न के उत्तर का अर्थ समझकर आप वैसे वाक्यों को पूरा कर दें या उन्हें इस प्रकार बदल दें—replied in the affirmative या replied in the negative आदि; जैसे—

I asked him, "Are you ill ?" He said, "Yes, I am."

पहले वाक्य पर हमलोग Interrogative Sentence के सम्बन्ध में विचार करेंगे, पर दूसरे वाक्य को दो प्रकार से बदला जा सकता है—

1. He said (replied) that he was ill.
2. He replied *in the affirmative*.

यहाँ Yes, I am का पूरा अर्थ है—I am ill. इसलिए ऐसे अधूरे वाक्यों को जरा सावधानी से Indirect में बदलना चाहिए। इन वाक्यों का परिवर्त्तन देखें—

1. He asked, "Do you feel hungry ?" I said, "Yes, I do."
   =I replied that I feel hungry.
   Yes, I do=I feel hungry.
2. He asked, "Would you like to buy a new book ?" I said, "I would like to."
   =I replied that I would like to buy.
   I would like to=I would like to buy.

II. SPECIAL RULES : INTERROGATIVE SENTENCES

Interrogatives : Questions

Rule I. Reporting Verb को ask में बदल दें।

Rule II. यदि Interrogative sentence का उत्तर सिर्फ Yes या No में दिया जा सके तो Inverted Commas को if या whether में बदल दें। पर यदि ऐसा सम्भव न हो, अर्थात् Interrogative sentence का उत्तर Yes या No न होकर कोई वाक्य हो, तो सिर्फ inverted commas का लोप कर दें और if/whether का प्रयोग न करें।

Rule III. Interrogative sentence को Assertive में बदल दें।

Note—कभी-कभी इसमें कुछ कठिनाई होती है। इसलिए यहाँ एक-दो बातों पर विचार कर लेना अच्छा होगा। जितने Interrogative sentences होते हैं, वे दो भागों में बाँटे जा सकते हैं—(1) जिनमें Auxiliary Verb 'do' का प्रयोग होता है, और (2) जिनमें Auxiliary Verb 'do' का प्रयोग नहीं होता। जिन Interrogative sentences में Verb 'do' का प्रयोग होता है वे दो प्रकार के होते हैं—(a) जिनमें not लगा रहता है, जैसे—do not, did not, does not और (b) जिनमें not नहीं लगा रहता।

यदि Interrogative sentences में do के साथ not लगा रहे, तो वैसे वाक्यों को इस प्रकार Assertive बनाएँ—

Subject के वाद **Verb** को रख दें; जैसे—

1. **Did he not go ? He did not go.**
2. **Does he not read ? He does not read.**
3. **Do you not laugh ? You do not laugh.**

यदि **Interrogative** में **do** के साथ **not** नहीं आए, तो वैसे वाक्यों को इस प्रकार **Assertive** में वदलें—

Auxiliary Verb 'do' को विलकुल हटा दें; जैसे—

1. **Do you go ? You go.**
2. **Did he go ? He went.**
3. **Does he go ? He goes.**
4. **What do you want ? What you want.**

यदि **Interrogative sentence** में **Verb 'do'** के वदले अन्य **Verbs (is/have/will)** का प्रयोग हो, तो उन्हें इस प्रकार **Assertive** वनाएँ—

Subject के वाद **Verb** को रख दें; जैसे—

1. **Are you ill ? You are ill.**
2. **Where is he ? Where he is.**
3. **How will you go ? How you will go.**
4. **Can you do it ? You can do it.**

इस प्रकार, **Indirect** में ऐसे वाक्यों की बनावट होती है—

subject + ask + if/whether + clause [assertive]

or

subject + ask + question-word + clause [assertive]

इन वाक्यों को देखें—

1. **Ram told Shyam, "Will you help me ?"**
   Ram asked Shyam/if/ whether he would help him.
2. **Mohan told Sohan, "What do you want ?"**
   Mohan asked Sohan/ what he wanted.
3. **I told my friend, "Why are you sad ?"**
   I asked my friend/why he was sad.
4. **Sita told Radha, "Are you ill ?"**
   Sita asked Radha/if/whether she was ill.

Interrogatives : Question-tags

कभी-कभी **Inverted commas** के भीतर **Question-tags** का प्रयोग होता है। ऐसे **Interrogatives** को **Indirect** में इन नियमों के अनुसार वदलें—

Rule I. Assertive Sentence (Statement) को विलकुल छोड़ दें।

Rule II. Question-tags को सामान्य नियमों के अनुसार वदलें, पर **Question-tags** को पूरे वाक्य का रूप अवश्य दें, जैसे—

1. **He told me, "You are rich, aren't you ?"**

=He told me, "Aren't you rich ?"

2. She told me, "You like fish, don't you ?"
=She told me, "Don't you like fish ?"

इन वाक्यों के परिवर्त्तन को देखें—

1. Ram told me, "*You are rich*, aren't you ?"
Ram asked me if I was rich.
2. Mohan told me, "*You like fish*, don't you ?"
Mohan asked me if I liked fish.

ध्यान दें कि यहाँ Assertive Sentence को छोड़ दिया गया है और केवल Question-tags को Indirect में बदला गया है।

यह भी देखें कि Question-tags को पूरे वाक्य का रूप देकर इन्हें Indirect में बदला गया है।

Interrogatives : Shall I ?

कुछ Interrogative sentences में Shall I ? का प्रयोग होता है। इसके दो अर्थ होते हैं—

(i) Future Tense का बोध, (ii) Request का बोध।

जब shall I ? का अर्थ होता है Future Tense, तब Indirect में shall I ? हो जाता है—*he/she would.* पर जब shall I ? से Request का भाव व्यक्त होता है, तब shall I ? हो जाता है—*he/she should*; जैसे—

1. He told me, "Shall I pass ?"
He asked me if he *would* pass.—Future
2. She told me, "Shall I go to the picture ?"
She asked if she *should* go to the picture.—Request
3. He told me, "Shall I open the door ?"
He asked me if he *should* open the door.—Request

Note (a)—Interrogative sentence को Indirect में बदलने पर that का प्रयोग भूल कर भी मत करें। ऐसा तो Assertive sentence में होता है न !

Note (b)—Inverted commas के अन्दर बहुत-से Interrogative sentences रहने पर उन्हें and से जोड़ें या further asked आदि उपयुक्त शब्दों का प्रयोग करें।

Note (c)—Assertive sentence के सम्बन्ध में जो कुछ Note (a) से (d) तक कहा गया है, उसका ध्यान आप Interrogative sentences को Indirect Narration में बदलते समय भी रखें। उन्हीं नियमों से काम चल जाएगा। हाँ, say या tell के बदले यहाँ ask या enquire का प्रयोग होना चाहिए।

Caution—कुछ लोग who, which, what, when, why, where, whether आदि के पहले *as to* का प्रयोग इस प्रकार कर देते हैं—

He said to me, "Are you ill ?"
He asked me *as to* whether I was ill.

2. He said to me, "Why are you sad ?"
He asked *me as to* why I was sad.

इन वाक्यों में as to का प्रयोग अशुद्ध है; कम-से-कम अनावश्यक तो है ही। आप ऐसे वाक्यों में as to का प्रयोग न करें।

III SPECIAL RULES : IMPERATIVE SENTENCES

Imperative : order/advise/request

Rule I. Reporting Verb को, अर्थ के अनुसार, order/request/pray/suggest/ask/advise में बदल दें।

Rule II. Inverted commas को to में बदल दें। इस प्रकार इनकी बनावट हो जाती है—

subject + ask/request + object + infinitive

इन वाक्यों को देखें—

1. Ram said to me, "Go there."
   Ram *ordered/asked* me *to go* there.
2. The doctor told me, "Take medicine in time."
   The doctor *advised* me *to take* medicine in time.
3. I said to my father, "Please give me more money."
   I *requested* my father *to give* me more money.

Note (a)—Inverted commas के अन्दर Please, kindly आदि प्रकार के शब्द Indirect में हटा दिये जाते हैं, क्योंकि उनका अर्थ तो Reporting Verb से ही स्पष्ट हो जाता है।

Note (b)—Assertive Sentence के सिलसिले में जो कुछ Note (a) से (c) तक कहा गया है, उसका यहाँ भी ध्यान रखें और उन नियमों के अनुसार जितने भी सम्बोधन के शब्द inverted commas के भीतर मिलें, उन्हें Indirect में Reporting Verb के पहले रख दें। हाँ, केवल say या tell के बदले अर्थानुसार order/ask या request आदि का प्रयोग होना चाहिए।

Negative Imperative : Prohibition

Note (c)—यदि Inverted commas के भीतर *do not + infinitive* आए तो उसे Indirect में इस प्रकार बदलें—

Rule I. Reporting Verb को forbid में बदल दें।

Rule II. Inverted commas को to में बदल दें।

Rule III. Not को to के पहले रखें। इस प्रकार, वाक्य होगा—

not + infinitive

इन वाक्यों में परिवर्त्तन को देखें—

1. The teacher told us, "Don't write on tables."
   The teacher *forbade us to write* on tables.
2. He told me, "Don't shout in the class."
   He *forbade me to shout* in the class.

or

He asked me *not to shout* in the class.

इस प्रकार, Negative Imperative की बनावट हो जाती है—

subject + forbid + object + infinitive [to + verb]

or

subject + ask + object + not + infinitive [to + verb]

Note (d)—यदि Inverted commas के भीतर Imperative में केवल Do रहे, तो साधारण नियम के अनुसार Reporting Verb को ask/request/order में बदल दें और inverted commas को to में; जैसे—

I said to him, "*Do* that at once."
I ordered *him to do* that at once.

Emphatic Imperatives

कुछ Imperative sentences के पहले do का प्रयोग वाक्य को जोरदार (emphatic) बनाने के लिए किया जाता है; जैसे—

1. Do have a cup of tea. 2. Do come tomorrow.

ऐसे Emphatic Imperative को Indirect में बदलते समय—

Rule I. Do का लोप कर दें।

Rule II. Do के बाद आनेवाले verb के पहले to का प्रयोग करें—
to + verb; इस प्रकार यह infinitive में बदल जाएगा।

इन वाक्यों के परिवर्तन को देखें—

1. I told Ram, "Do have a cup of tea."
   I requested *Ram to have* a cup of tea.
2. I told her, "Do come tomorrow."
   I requested/asked her to come next day.

More Hints On Imperative Sentences

आप देखेंगे कि कुछ Imperative sentences 'let' से शुरू होते हैं। इनको Indirect में बदलने के लिए इन नियमों की मदद लें—

(A) Let : Order

कुछ वाक्य Let से आरंभ होते हैं और उनसे परोक्ष आज्ञा (indirect command) का बोध होता है। इनका परिवर्त्तन इस प्रकार होता है—

(i) subject + say + that + subject + be + infinitive [with 'to']
(ii) subject + order/command + that + subject + should + infinitive [without 'to']

इन वाक्यों का परिवर्त्तन देखें—

Principal said, "Let no one come late."
= The Principal said that no one *was to come* late.
The Principal ordered that no one should come late.

ध्यान दें कि Indirect speech में let का प्रयोग नहीं होता और inverted commas के बदले that का प्रयोग होता है।

(B) Let+us : Proposal

यदि let वाले वाक्य से किसी प्रस्ताव (proposal) का बोध हो, तो—

Rule I. Reporting Verb को propose/suggest में बदल दें।

Rule II. Inverted commas को that में बदल दें।

Rule III. Let को should में बदल दें।

Rule IV. Objective case (us) को Nominative (we) में बदल दें।

Rule V. Auxiliary Verb 'should' को Subject (we) के बाद रख कर अन्य शब्दों को रखें।

इस वाक्य को लें—

Ram said to me, "*Let* us sing together."
Ram *proposed* that *we should* sing together.

Note—ध्यान रहे कि साधारणतया वैसे let वाले वाक्यों से proposal का बोध होता है जिनमें let के बाद 'us..' आता है। अतः ऐसे वाक्यों में ऊपर बताये गये नियमों (1 से 5 तक) का प्रयोग होना चाहिए।

(C) Let : Wish/Desire

कुछ वैसे भी let वाले वाक्य होते हैं जिनसे proposal का बोध नहीं होता। उन वाक्यों में let के बाद me, him, her, them या there be का प्रयोग होता है। वैसे वाक्यों से वक्ता की इच्छा (wish) का बोध होता है; जैसे—

1. The boy said, "Let me go out, sir."
2. The lover said, "Let her rest in peace."
3. God said, "Let there be light", and there was light."
4. I said, "Let him do what he likes."
5. He said, ' Let me help you."

ऐसे वाक्यों को Indirect में बदलने के लिए इन नियमों की सहायता लें—

Rule I. Reporting Verb को wish में बदल दें, क्योंकि ऐसा करने से वक्ता की इच्छा या अनुमति माँगने या देने का भाव स्पष्ट हो जाता है।

Rule II. Inverted commas को that में बदल दें।

Rule III. Let को should में बदल दें और Objective Case (me, him, her इत्यादि) को Nominative (I, he, she इत्यादि) में बदल कर उसे should के पहले (I should, he should आदि) रख दें।

इन नियमों के अनुसार ऊपर दिये गये पाँच वाक्यों के indirect रूप क्रमशः इस प्रकार होंगे—

1. The boy *wished* that he should go out

2. The lover *wished* that she should rest in peace.
3. God *wished* that there should be light and there was light.
4. I *wished* that he should do what he liked.
5. He *wished* that he should help me.

(D) Let : Supposition

कभी-कभी Let there be या Let it be से शुरू होने पर वाक्य से कल्पना (supposition) का भाव झलकता है; जैसे—

The teacher said, "Let it be a triangle."

ऐसे वाक्यों को Indirect में बदलने के लिए
(i) Reporting Verb को suppose में बदल देना चाहिए।
(ii) Let को गायब कर देना चाहिए; जैसे—

The teacher *supposed* that to be a triangle.

(E) Let it : Wish

कुछ वाक्यों के *Let it* से इच्छा (wish) का बोध होता है; जैसे—

1. Let it be so. 2. Let it rain.

वाक्यों से भिन्न-भिन्न प्रकार की इच्छा के भाव झलकते हैं। इसका भाव किसी प्रसंग में ही प्रकट हो सकता है। मान लें कि कोई दुखी है और वह घर छोड़कर बाहर चला जाना चाहता है। उसी समय वर्षा आरंभ होती है। यदि वैसी अवस्था में वह कहता है—"Let it rain. I must go."—तो वहाँ let it rain का, वास्तव में अर्थ यह है कि "मुझे वर्षा की परवाह नहीं।" अतः वहाँ इस वाक्य का Indirect रूप होगा—

He said that he did not care for rain.

अब मान लें कि सारे प्राणी गर्मी से व्याकुल हैं। उस समय वर्षा होती है और कोई कह उठता है—"Let it rain." वहाँ इस वाक्य से खुशी का बोध होगा, क्योंकि वह चाहता है कि वर्षा हो और उसके लिए उसे खुशी है। वैसे प्रसंग में उसका Indirect रूप होगा—

He wished that it should rain.

कहने का तात्पर्य यह है कि let के बाद it का प्रयोग होने पर उस वाक्य से हर्ष (joy), शोक (sorrow), अनुमति (approval) या उदासीनता (indifference) का भाव प्रकट हो सकता है। ऐसे वाक्यों का परिवर्त्तन अर्थानुसार होना चाहिए।

(F) Let : Even if [Concession]

Let के सम्बन्ध में एक और बात का ध्यान रखें। आप देखेंगे कि कुछ let वाले वाक्यों से even if (concession—यद्यपि) का बोध होता है—

1. Let it be ever so difficult, I must do it.
2. Let it rain ever so hard, I will go to-day.

ऐसे वाक्यों में Let it के बाद ever so अवश्य आता है—

Let it......ever so. ऐसे वाक्यों को indirect में बदलने के लिए आप इन नियमों की सहायता ले सकते हैं—

Rule I. Reporting Verb को ज्यों-का-त्यों रहने दें।

Rule II. Inverted commas को that में बदल दें।

Rule III. Let को even if में बदल दें।

Rule IV. Ever so का लोप कर दें।

इस वाक्य को देखें—

Ram said, "Let it rain *ever so* hard, I will go today."
Ram said that *even if* it rained hard he would go that day.

(G) Imperative+question-tag

कुछ Imperative Sentences के बाद question-tag आता है। ऐसे वाक्यों को Indirect में इस प्रकार बदलें—

(i) Question-tag को छोड़ दें।

(ii) Reporting verb को *tell/ask/request* में बदल दें और इनके बाद *to+verb* (infinitive) का प्रयोग करें।

इन वाक्यों को देखें—

1. He told me, "Shut the door, will you ?"
   He asked/requested me to shut the door.
2. She told me, "Give me some money, will you ?"
   She requested me to give her some money.

ध्यान दें कि यहाँ question-tag को बिलकुल छोड़ दिया गया है।

(H) Interrogative : Order/request

कुछ वाक्य देखने में तो Interrogative लगते हैं, पर वास्तव में वे एक विशेष प्रकार के Imperative sentence होते हैं, क्योंकि उनसे आज्ञा (permission/order), प्रार्थना (request), निमंत्रण (invitation) इत्यादि का बोध होता है। ऐसे वाक्यों को Indirect में बदलते समय Reporting verb को उपयुक्त verb में (वाक्य के अर्थानुसार) बदल देना चाहिए। इन वाक्यों का परिवर्त्तन देखें—

1. He said, "Will you shut the door ?" polite order
   = He asked (requested) me to shut the door.
2. He said, "Will you lend me a book please ? —request
   He requested (asked) me to lend him a book.
3. He said, "Will you have tea with me tomorrow ?"
   He said, "Could you come to lunch tomorrow ?" } invitation
   = He invited (asked) me to tea/lunch next day.
4. He said, "Could (may) I use your pen ?" —permission
   He asked if he could use my pen.

(I) Interrogative : Shall I ? [request]

कभी-कभी Shall I ? से प्रार्थना (request) का बोध होता है, केवल future time का नहीं। ऐसे वाक्यों के shall का should हो जाता है; जैसे—

1. He said, "Shall I open the door ?"

He asked if he *should* open the door.

2. She said, "Shall I thread the needle ?"
   She asked if she should thread the needle.

IV. SPECIAL RULES : OPTATIVE SENTENCES

Rule I. Reporting Verb को curse, bless, pray, या wish में, वाक्य के अर्थानुसार, बदल दें क्योंकि ऐसे वाक्यों से अभिशाप, आशीर्वाद, प्रार्थना या इच्छा का बोध होता है।

Rule II. Inverted commas को that में बदल दें।

Rule III. Optative sentence को Assertive में बदल दें और वह इस प्रकार—

(a) वाक्यों में subject को पहले रखें और उसके बाद Verb को।

(b) Note of exclamation (!) को full stop (.) में बदल दें; जैसे—

May God pardon you !—*Optative*
God *may* pardon you.—*Assertive*

इन वाक्यों के परिवर्तन को देखें—

1. Father said to me, "May you live long !"
   Father *blessed* me that I might live long.
2. The preacher said to me, "May God help you !"
   The preacher *prayed* that God might help me.
3. He said to me, "May you die !"
   He *cursed* that I might die.

Note—यदि Optative sentence में may का प्रयोग नहीं हो, तो उसे (may को) वाक्य के आरम्भ में जोड़ देना चाहिए; जैसे—

1. God save the king = *May* God save the king!
2. A plague split you = *May* a plague split you!

इस प्रकार, may जोड़कर वाक्य को पूरा कर देना चाहिए।

इस प्रकार, Indirect में ऐसे वाक्यों की बनावट हो जाती है—

subject + verb [bless/pray] + that + clause

V. SPECIAL RULES : EXCLAMATORY SENTENCES

Rule I. Reporting Verb को exclaim with joy/sorrow/surprise anger/contempt/applause आदि प्रकार के शब्दों में, Reported speech के अर्थानुसार बदल दें।

Rule II. Inverted commas को that में बदल दें।

Rule III. Interjections (विस्मयादिबोधक शब्द) का लोप कर दें क्योंकि इनके भाव तो Reporting Verb से स्पष्ट हो ही जाते हैं।

Rule IV. Note of exclamation (!) के बदले full stop (.) का प्रयोग करें।

Rule V. Exclamatory sentences को Assertive में बदल दें।

यदि Exclamatory sentences में how/what आए, तो इन्हें हटा दें और वाक्य/ को इस प्रकार बदल दें—

(i) What+noun=adjective+noun

1. What a place ! = A lovely/strange place.
2. What a fool ! = A big/great fool.

(ii) What+adj.+noun=adjective+noun

1. What a fine place ! = A fine place.
2. What a good film ! = A good film.

(iii) How+adj./adverb=very+adj./adverb

1. How well she sings ! = She sings very well.
2. How handsome he is ! = He is very handsome.

इस प्रकार, Indirect में इनकी बनावट हो जाती है—

subject+verb [exclaim]+that+clause

इन वाक्यों के परिवर्त्तन को देखें—

1. He said, "Alas ! I am ruined."
   He *exclaimed* with sorrow that he was ruined.
2. She said, "Ah ! he is dead."
   She *exclaimed* with sorrow that he was dead.
3. We said, "What a place it is !"
   We *exclaimed* with joy/surprise that it was a very fine place.
4. He said, "How sweetly she sings."
   He *exclaimed* with joy that she sang very sweetly.

Note (a)—यदि Exclamatory sentences अधूरे हों, तो verb तथा अन्य शब्द जोड़कर उन्हें पूरा कर दें और तब उन्हें Indirect में बदलें; जैसे—

1. He said, "What a fall !"
   = He said, "What a fall it is/was !"
   = He exclaimed with sorrow that it was a big fall.
2. I said, "Oh, enough."
   = I said, "Oh, it is enough."
   = I exclaimed with disgust that it was enough.
3. She said, "Nonsense !"
   = She said, "It is nonsense."
   = She exclaimed that it was nonsense.

Note (b)—कुछ ऐसे अधूरे वाक्यों का परिवर्त्तन इस प्रकार करना चाहिए—

Rule I. Reporting verb को एक उपयुक्त Transitive verb में बदल दें।

Rule II. Reported speech के शब्दों को Object का रूप दे दें।

इन वाक्यों के परिवर्त्तन को देखें—

1. He told me, "Fool! Liar!"
   He *called* me a fool and liar.
2. He said to me, "Thank you."
   He *thanked* me.
3. He told me, "Good morning!"
   He *wished* me good morning.
4. He said to me, "Happy Diwali!"
   He *wished* me a happy Diwali.
5. He told me, "congratulations!"
   He *congratulated* me

Note (c)—Inverted commas के भीतर आने वाले सम्बोधन के शब्दों को that के पहले रखें, जैसा कि Assertive sentences के सम्बन्ध में बताया गया है। ध्यान दें कि सम्बोधन या विस्मयादिबोधक शब्द that के बाद कभी भी नहीं आ सकते। वे या तो उड़ा दिये जाते हैं या उनके अर्थानुसार that के पहले वैसे शब्दों का प्रयोग होता है, जिनसे उन शब्दों का अर्थ स्पष्ट हो जाए।

MORE HINTS ON NARRATION

I

अभी तक भिन्न-भिन्न प्रकार के वाक्यों को Indirect में बदलने के सम्बन्ध में जिन General और Special Rules पर विचार किया गया है, उनकी सहायता से आप आसानी से उन्हें Indirect Narration में बदल सकते हैं। फिर भी, परीक्षा की दृष्टि से एक-दो बातों पर विचार करना आवश्यक है। आप देखेंगे कि Inverted Commas के अन्दर कभी-कभी दो-तीन प्रकार के वाक्यों को रख कर उन्हें Indirect में बदलने को कहा जाता है; जैसे—

Ram told Shyam, "Please take your seat. I am very glad to see you. Where had you been so long?"

यहाँ Inverted Commas के भीतर तीन वाक्य हैं, जिनमें पहला Imperative है, दूसरा Assertive और तीसरा Interrogative, इसलिए इन तीनों वाक्यों को भिन्न-भिन्न प्रकार के Special Rules की मदद से Indirect में बदलना चाहिए; जैसे—

Ram requested Shyam to take his seat. He told him that he (Ram) was glad to see him and asked him where he had been so long.

यहाँ पहले वाक्य को Imperative sentence के Special Rules की मदद से, दूसरे को Assertive sentence के Special Rules और तीसरे को Interrogative sentence के Special Rules की सहायता से Indirect में बदला गया है और General Rules भी प्रत्येक के साथ लगाये गये हैं। तो, जब Inverted Commas के भीतर अलग-अलग तरह के वाक्यों को Indirect में बदलना होता है, तब Inverted Commas के

बाहर जितने शब्द रहते हैं उन्हें उन सभी वाक्यों का common factor मान लिया जाता है और इसलिए भिन्न-भिन्न प्रकार के Special Rules के अनुसार उन्हें बार-बार बदलना पड़ता है; जैसे—

I told my friend, "Please help me. I am out of pocket. Can you help me ? I hope you will "

I told my friend, "Please help me."
I told my friend, "I am out of pocket."
I told my friend "Can you help me ?"
I told my friend, "I hope you will."

यहाँ आप देखते हैं कि Inverted Commas के भीतर चार वाक्य हैं—पहला Imperative, दूसरा Assertive, तीसरा Interrogative और चौथा फिर Assertive. यहाँ "I told my friend" Inverted Commas के बाहर है और इसलिए इसको common factor मान कर इन चारों वाक्यों को अलग-अलग कर दिया गया है। अब इन्हें भिन्न-भिन्न Special Rules की मदद से Indirect में बदलना आसान है। यदि आप इन सभी वाक्यों को केवल Imperative या केवल Interrogative sentence के Special Rules की मदद से बदल देंगे, तो वह अशुद्ध होगा। सबको एक ही लाठी से हाँकने की कोशिश उचित नहीं है न !

II

हिन्दी-उर्दू (तथा अन्य भारतीय भाषाओं) के छात्र that के बाद न तो Pronoun का ध्यान रखते हैं, न Tense का और न वाक्य के Structure (गठन) का ही। इसका कारण यह है कि भारतीय भाषाओं में Narration के नियम अत्यन्त सरल हैं। इन भाषाओं में inverted commas से Direct Narration का बोध होता है और 'कि' से (inverted commas के हट जाने पर) Indirect Narration का। 'कि' के बाद वे वाक्य ज्यों-के-त्यों रख दिये जाते हैं; उनमें न तो Pronoun बदलता है, न Tense और न वाक्य का Structure; जैसे—

1. राम ने कहा, "मैं कल घर जाऊँगा।"
   राम ने कहा कि मैं कल घर जाऊँगा।
2. राम ने मुझसे पूछा, "आप कहाँ जा रहे हैं ?"
   राम ने मुझसे पूछा कि आप कहाँ जा रहे हैं।

हिन्दी-उर्दू के छात्र 'कि' के बाद आने वाले वाक्यों का अँगरेजी अनुवाद ज्यों-का-त्यों कर देते हैं। वे भूल जाते हैं कि अँगरेजी में Narration के नियम बिलकुल भिन्न हैं और इसलिए वे भद्दी-भद्दी भूल कर बैठते हैं। आप ऐसी भूलों से अवश्य बचें।

EXERCISES WORKED OUT

1. The violent man said, "What violence have I done ? What anger have I been guilty of ?" Then the others laughed and said to him, "Why should we speak ? You have given us ocular proof of your violent temper.

Indirect—The violent man *asked what* violence *he had done,* and what anger he *had been* guilty of. Then the others laughed and *asked why they* should speak. They *further said that he had given them* ocular proof of *his* violent temper.

Or, Then the others laughed and said that there was no need for them to speak, because he had given them ocular proof of his violent temper.

2. "What do you mean ?" asked the man. "How can a rope be used for binding flour ?" "A rope may be used for anything," replied the man, "when I do not wish to lend it."

Indirect—The man *asked what he meant, and* how a rope *could* be used for binding flour. The man replied *that* a rope *might* be used for anything, when *he did* not wish to lend it.

3. The robber said to Alexander, "I am thy captive. I must hear what thou art pleased to say, and endure what thou art pleased to inflict. But my soul is unconquered and if I reply at all to thy reproaches, I will reply to thee like a free man.

Indirect—The robber said to Alexander *that he was his* captive, and (he) must hear what *he* (Alexander) *was* pleased to say and endure what *he was* pleased to inflict. He *further told him that his* soul *was* unconquered, and if *he replied* at all to *his* reproaches, *he would* reply to *him* like a free man.

4. Joseph said to James, "I can tell you what strikes me as the most useful machine in the world." James replied, "Can you Joseph ? I should like to hear of it. What is it used for ?"

Indirect—Joseph said to James *that* he *could* tell *him* what *struck him* as the most useful machine in the world. James *asked Joseph if he could, and said that he would* like to hear of that. He *further inquired* of him (Joseph) *what* it *was* used for.

5. And Judah said unto his brethren, "What profit is it, if we slay our brother and conceal his blood ? Come, let us sell him to the Ishmaelites, and let not our hand be upon him, for he is our brother and our flesh."

Indirect—And Judah *asked* his brethren *what* profit it was if *they slew thei* brother and *concealed* his blood. He *advised* them *to* sell (*proposed to them that they should sell*) him to the Ishmaelites and *wished that they should* not lay *their hand* upon him, for he *was their* brother and *their* flesh.

6. "What is this strange outcry ?" said Socrates. "I sent the women away mainly in order that they might not offend in this way; for I have heard that a man should die in peace. Be quiet and have patience."

Indirect—Socrates *asked* them *what that* strange outcry *was*. He *said that he had sent* the women away mainly in order that *they might* not offend in that way; for *he had heard* that a man should die in peace. He (Socrates) *advised them to be* quiet and have patience.

7. The teacher became angry with the student and said, "Why have you disturbed the class in this way ? I have told you before that when I am speaking, you should be silent. Leave the room, and do not return again today."

Indirect—The teacher became angry with the student and *asked him why he had disturbed* the class in *that* way. He *said* to the student *that he had told him* before that when he *was* speaking, *he* (student) should be silent. The teacher *ordered* him *to* leave the room, and *not to* return (*forbade him to return*) again *that* day.

EXERCISE

Change the following from Direct to Indirect—

1. "Gentlemen," I said, "there are more things in heaven and earth than are dreamt of in your philosophy. Do not be astonished at my statement. Is it fair to judge me by appearance only ?"

2. "Let me hire you as a nurse for my poor children," said a Butterfly to a quiet Caterpillar. "See these little eggs. I don't know how long it will be before they come to life, and I feel very sick and poorly and if I should die, who will take care of my baby butterflies when I am gone ? Will you kind, mild, green Caterpillar ?"

3. "Well", cried I, "my good boys, how do you like your bed ? I hope you are not afraid to sleep in this room." "No papa", said Dick, "I am not afraid to be anywhere where you are."

4. "Cast thy eyes eastward", said the genius to Mirza, "and tell me what thou seest." "I see", said Mirza, "a huge valley and a prodigious file of water flowing through it." "The valley that thou seest", said the genius, is the vale of misery, and the tide of water that thou seest is part of the great tide of eternity." "What is the reason", said Mirza, "that the tide rises out of a thick mist at one end, and loses itself in a thick mist at the other ?"

5. I said, "Do not brood over the past. Is there not something in every life which it is happiness to forget ? I have so much to remember here, so much to learn, and so much to repay."

6. They said, "Brothers and Sisters, hear what I tell you. The enemy approaches and you ought to know what will happen when they come here. Do

not except peace; for there will be none. They will rule over you and make you slaves."

7. An old lion said to a fox, "Please come near me in my cave. Come, let us talk of your health." The fox said, "Quite so, sir, but I am afraid the talk will not be beneficial for my health."

8. "You are old", said the youth. "One would hardly suppose that your eye was as steady as ever. What made you so awfully clever ?" "I have answered three questions, and that is enough. Don't give yourself airs. Be off or I will kick you downstairs", said his father.

9. The ant said to the cricket, "What were you doing all the summer ? Why do you beg from others instead of earning your own food ? If you can while away the summer in singing and dancing, then you can pass the autumn in the same way."

10. The farthing said, "I thus rambled from pocket to pocket. It would be tedious to relate all my adventures. Soon I grew old and was disfigured by constant use. Then came the fatal end of my life. Along with many other coins I was thrown into a furnace. But strangely enough I did not die. I only rose out of the furnace with greater beauty and brightness than I ever had before."

11. *Teacher*—That is true, it is very cold indeed. But climbers wear very warm clothes. It is not often the cold that stops them.

The child—How do they spend the nights there and where do they get their food ?

Teacher—Good. You have thought of other great difficulties which climbers must overcome. Remember, however, they take many strong coolies with them and these men carry their food and tents in which they sleep at night. But there are other and greater difficulties than these.

12. *Teacher*—Who knows which is the highest mountain in the world ?

First child—I do, Sir. It is Kanchanjunga in Sikkim.

Teacher—No, wrong. Who knows ? That is a very high mountain but not the highest of all.

Second child—Is it, Mount Everest, Sir ?

Teacher—Yes, that's right. And it is over twentynine thousand feet high, you know. It is covered with snow all the year round, even in summer.

13. The youngest Princess took her father's hand in hers and said, "Father dear, I love you better than salt." The king looked at her in amazement and cried. "Do you measure your love for me by common salt ? Your sisters have spoken of gold and gems. Have you nothing better to say ?" The princess shook her head and again replied, "I love you, father, more than salt." At this the king was enraged and said to the Princess, "I bid you not to come near me or speak to me in future."

14. The Duke said to Shylock, "How can you hope for the mercy of God if you show mercy to none ?" Shylock replied, "What judgement of God shall I fear, having done no wrong ? You have your slaves. Shall I say to you, 'Let them be free'. You will answer, 'The slaves are ours'. So do I answer you : The pound of flesh is mine and I will have it."

15. (a) He said, "Mohan and I helped each other when we were at school."

(b) The teacher told me, "You had better (had rather) wait for sometime."
(c) She said, "I bought the car a year ago."
(d) I said, "I have not seen the Taj."
(e) He said, "I visited Delhi last year."
(f) I told him, "Did you reply to my letter ?"
(g) I said, "How sweetly she sings !"

EXERCISE

Put a tick (√) by the right words—

1. He told me that he/I will buy/would buy a car in a week.
2. He asked to me/me to nor/not to sleep in the class.
3. She told me that she has/had been working since morning.
4. He asked her that why/why you are/she was crying.
5. I asked her that/whether she we/would help me.
6. He requested me to have/that have a cup of tea.
7. He exclaimed with joy that she sang sweetly/that how sweetly she sang.
8. The teacher told/said that the earth moves/moved round the sun.
9. She asked me/from me if/that I will/I would go to the picture.
10. I asked him where/that where he was/I was living.

■ ■ ■

CHAPTER XIX

TRANSFORMATION

Transformation का अर्थ होता है—*to change the form.* इससे यह स्पष्ट है कि हम किसी sentence के अर्थ को नहीं बदल सकते; हमें केवल उसके form (रूप या बनावट) को बदलना चाहिए। इसका अर्थ यह नहीं कि हमें sentence के अर्थ से कोई मतलब ही नहीं। इसके विपरीत, दिये हुए sentence के अर्थ को ध्यानपूर्वक समझना चाहिए; क्योंकि अर्थ समझे बिना sentence के form को बदलना सम्भव हो ही नहीं सकता। इसलिए हम भिन्न-भिन्न प्रकार के वाक्यों को लें और देखें कि उन्हें किस प्रकार transform किया जा सकता है।

Sentences expressing Excess

कुछ वाक्यों में *too* का प्रयोग होता है और इनसे किसी गुण की अतिशयता (excess) का भाव व्यक्त होता है और इसलिए उस गुण के बदले दोष का बोध होता है। ऐसे वाक्यों की बनावट होती है—

Subject+verb+too+adj./adv.

इन वाक्यों को लें—

1. She is too weak.
2. He is too angry.
3. It is too hot.
4. He runs too fast.

ऐसे वाक्यों को transform करने के लिए इन नियमों की सहायता लें—

Rule I. Too को हटा दें।

Rule II. Too के बाद आने वाले Adjective/Adverb को Comparative Degree में रखें।

Rule III. Than के बाद अर्थानुसार should+infinitive/should be+adj. या it is/proper का प्रयोग करें।

इन वाक्यों को लें—

1. The weather is *too hot.*=The weather is hotter *than it is proper* या *than it should be.*
2. He is too weak.=He is weaker *than it is proper* या *than* he *should be.*
3. He runs too slowly.=He runs *more* slowly *than it is proper* या *than* he *should.*
4. He is too negligent.=He is *more* negligent *than it is proper* या *than* he *should be.*
5. The news is too shocking.=The news is *more* shocking *than it is proper* या *than* it *should be.*

इस प्रकार, Subject+verb+too+adj/adv. हो जाता है—

Subject+verb+comp. adj/adv.+than+clause.

Sentences expressing Cause

कुछ वाक्यों में *too+adj./adv.+infinitive* का प्रयोग होता है। ऐसे वाक्यों के *too+adj./adv.* से कारण (cause) का बोध होता है और *infinitive* से परिणाम (result) का। ऐसे वाक्यों की बनावट होती है—

Subject+verb+too+adj./adv.+infinitive.

इन वाक्यों को देखें—

1. He is too weak to run. 2. She is too slow to win the race.

ऐसे वाक्यों को transform करने के लिए इन नियमों का ध्यान रखें—

Rule I. Too को हटा दें और इसके बदले *so* का प्रयोग करें।

Rule II. So के बाद adjective/adverb को रखें।

Rule III. इसके बाद that+clause (adv. cl.) का प्रयोग करें।

इन वाक्यों के परिवर्तन को देखें—

1. He is too weak to run.
   He is so weak/*that he cannot run.*
2. She is too slow to win the race.
   She is so slow/*that she cannot win the race.*
3. He is too selfish to be a friend.
   He is so selfish/*that he cannot be a friend.*
4. He is too old to learn new tricks.
   He is so old that he cannot learn new tricks.

इस प्रकार, Subject+verb+too+adj./adv.+infinitive हो जाता है—

Subject+verb+so+adj./adv.+that+clause.

Note—कुछ वाक्यों में too+adj.+for+noun/pronoun आता है। ऐसे वाक्यों के too+adjective से कारण (cause) का बोध होता है और *for+noun/pronoun* से परिणाम (result) का। ऐसे वाक्यों की बनावट होती है—

Subject+verb+too+adj.+for+noun/pronoun.

इन वाक्यों पर विचार करें—

1. She is too slow for a runner.
2. He is too dull for a sportsman.
3. His sorrow is too deep for tears.
4. It is too much for us.

ऐसे वाक्यों को transform करने के लिए इन नियमों की सहायता लें—

Rule I. Too को हटा दें और इसके बदले so का प्रयोग करें।

Rule II. इसके बाद that + clause (adv. cl.) का प्रयोग करें और इस clause में verb का प्रयोग सावधानी से करें, क्योंकि वाक्य में for + noun/pronoun के बाद कोई verb नहीं आता है।

Rule III. यदि too के बाद much (too much) आए, तो so bad/so shocking आदि का प्रयोग करें।

इन वाक्यों के परिवर्त्तन को देखें—

1. He is too dull for a sportsman.
   He is so dull that he cannot be a sportsman.
2. It is too much for us.
   It is so bad/shocking that we can't bear it.

इस प्रकार, Subject + verb + too + adj./too much + for + noun/pronoun हो जाता है—

Subject + verb + so + that + clause.

EXERCISES WORKED OUT

1. The news is too good to be true.
   = The news is *so* good *that* it *cannot* be true.
2. He arrived at the station too late to catch the train.
   = He arrived at the station *so* late *that* he *could not* catch the train.
3. He was too deeply affected to speak.
   = He was *so* deeply affected *that* he *was not* able to speak.
4. The sun is too hot for us to go out at present.
   = The sun is *so* hot *that* we *cannot* go out at present.
5. He is too proud to learn.
   = He is *so* proud *that* he *cannot* learn.
6. Her sorrow is too deep for tears.
   Her sorrow is so deep that she can't express it in tears.

EXERCISE

Transform the following sentences—

(a) You are too lazy. (b) You are too dull to succeed. (c) It is too late to mend yourself. (d) You were too late. (e) It is too late for you. (f) She is too poor. (g) She is too poor to buy this dress. (h) Her son's death is too much for her. (i) I am too old to learn new ways. (j) You are too young to do this work. (k) She is too young for the old man.

Sentences expressing Condition

कुछ वाक्य ऐसे होते हैं जिनमें दो भाग होते हैं। एक भाग में कोई condition (शर्त) रहता है और दूसरे भाग में उसके consequence (परिणाम) की चर्चा होती है; जैसे—

If you work hard, you will succeed.

ऐसे वाक्यों की बनावट होती है—

Principal clause + Adv. clause [condition].

वाक्य में जो condition रखा जाता है, उसे इन शब्दों के द्वारा व्यक्त किया जाता है—

If, When, Unless, Supposing, Provided, Provided that, Were Should, Had, But for, In case, One more, Once, imperative sentence + and + clause, Interrogative sentence + imperative sentence beginning with 'then'.

इन वाक्यों को देखें—

1. **If you read this book, you will learn English.**
2. **Unless you read this book, you can't learn English.**
3. **Should you work hard, you would pass.**
4. **Take an umbrella in case it rains.**
5. **Work hard, and you will pass.**
6. **Do you want to pass ? Then read this book.**

ऐसे वाक्यों को transform करने के लिए इन्हें एक-दूसरे के रूप में बदल दें; जैसे—

1. **If you read this book, you will learn English.**
   = Unless you read this book, you can't learn English.
   or
   Should you read this book, you would learn English.
   or
   Do you want to learn English ? Then read this book.
   or
   Read this book, and you will learn English.
   or
   Read this book in case you want to learn English.
2. ***In case* you allow me, I will do the work at once.**
   = *If* you allow me, I will do the work at once.
3. ***Provided* you promise support I will help you.**
   = *If* you promise support, I will help you.
4. ***Supposing* you fall ill, there is medical aid here.**
   = *If* you fall ill, there is medical aid here.
5. ***One more* effort, *and* you will pass.**
   = *If* you make one more effort, you will pass.

6. *But for* his help, I should not have succeeded.
 =*If it had not been for* his help, I should not have succeeded.
7. If he *were* to meet me, I would recognise him at once.
 =*Should* he meet me I would recognise him at once.

ऐसे वाक्यों का transformation आसानी से किया जा सकता है। पर कभी-कभी किसी खास तरीके से transform करने को कहा जाता है। वैसी अवस्था में उन्हीं तरीकों को निर्देश के अनुसार अपनाना चाहिए। कुछ उदाहरण लें—

Transform by using If

1. I get wet, *when* I go out in the rain.
 =I get wet, *if* I go out in the rain.
2. *Had* you not taught me so well, I should not have passed.
 =*If* you had not taught me so well, I should not have passed.
3. *Should* you be tired of working all day, go out for a walk.
 =*If* you be tired of working all day, go out for a walk.

Transform by using Conjunctional Phrase

1. You will be punished for talking in the class.
 =You will be punished *in case* you talk in the class.
2. *Should* he awake send for the doctor.
 =*In case* he awakes, send for the doctor.
3. *Supposing* the house catches fire, we shall ring up the fire brigade at once.
 =*In case* the house catches fire, we shall ring up the fire brigade at once.

Transform by using Participle

1. *If* the rain does not fall soon, the crops will be spoilt.
 =*Supposing* the rain does not fall soon, the crops will be spoilt.
2. *Had* you taken greater care, this could not have happened.
 =*Supposing* you had taken greater care, this could not have happened.
3. *In case* Hari does not turn up, Jadu will play.
 =*Supposing* Hari does not turn up, Jadu will play.

EXERCISES WORKED OUT

1. *One more* word, *and* I will send you out of the room.
 =*If* you say another word, I will send you out of the room.
2. *Supposing* the house catches fire, we shall extinguish it with the water of this tank here.

=*If* (In case) the house catches fire, we shall....

3. *Had* you been more careful, such a calamity would not have befallen us.
   =*If* you had been more careful....
4. *But for* your interference, everything would have gone smoothly on.
   =*Had it not been for your* interference.... or *If you had not interfered*, everything would....
5. Persevere, *and* you will succeed in the end.
   =*If* you persevere, you will succeed in the end.
6. *Provided* we are all agreed, the resolution can at once be passed.
   =*If* we are all agreed, the resolution....

Sentences expressing Concession

कुछ ऐसे वाक्य होते हैं जिनमें दो भाग होते हैं। एक भाग में कुछ कहा जाता है और दूसरे भाग में उसके विपरीत कहा जाता है; जैसे—

Though he is poor, he is honest.

ऐसे वाक्यों की बनावट होती है—

Principal clause+Adv. clause [concession].

वाक्य में contrast/concession (विपरीत का भाव) प्रकट करने के लिए इन शब्दों का प्रयोग होता है—

> Though, Although, Despite, In spite of, Even if, No matter, Whatever, For all, Admitting that, Granting that, Supporting that, May+infinitive, May be+Noun/Adjective, However +Adj./Adverb, Adj.+as, Indeed.......but, all the same, nevertheless.

इन वाक्यों को देखें—

1. Though (although) he is poor, he is honest.
2. Poor as he is, he is honest.
3. He is poor indeed, but he is honest.
4. Despite (in spite of) his poverty, he is honest.
5. However poor he may be, he is honest.

ऐसे वाक्यों को transform करने के लिए इन्हें एक-दूसरे के रूप में बदल दें; जैसे—

1. Though she is black, she is beautiful.
   =Black as she is, she is beautiful.
   or
   Despite (in spite of) her blackness, she is beautiful.

or

However black she may be, she is beautiful.

or

Granting that she is black, she is beautiful.

or

Even if she is black, she is beautiful.

or

For all her blackness, she is beautiful.

2. Poor *as* he is, he is honest.
   =Though he *is* poor, he is honest.
3. *However* poor he may be, he is honest.
   =Though he is poor, he is honest.
4. He is poor *indeed, but* he is honest.
   =Though he is poor, he is honest.
5. He is poor, he is honest *all the same.*
   =He is poor; *at the same time* he is honest.
   =Though he is poor, he is honest.
6. He is poor, nevertheless he is honest.
   =Though he is poor, he is honest.
7. Though he is poor, he is honest.
   =He is indeed *poor, but* he is honest.
   =Poor *as* he is, he is honest.

Note—जब *adjective*+*as* का प्रयोग contrast को व्यक्त करता है, तो as का प्रयोग Adjective के बाद होता है (*Poor as* he is, *Rich as* he is), clause के आरम्भ में नहीं। जब as का प्रयोग किसी clause के आरम्भ में होता है, तब इसका अर्थ हो जाता है—'चूँकि' (because); जैसे—

As he is ill, he is absent.

EXERCISES WORKED OUT

1. He was poor *indeed, but* he was always happy.
   =*Though* he was poor, he was always happy.

2. It is true that we have failed, *but* it is not through our own fault.
   =We have failed *indeed*, but it is....fault.

3. The weather, *though* hot, is not unbearable.
   =Hot *as* the weather is, it is not unbearable.

4. *Supposing* that he was rich, that was no reason for his bad behaviour.
   =*I grant indeed* that he was rich, *but* that was....

5. *Though* he succeeded in everything, he was never vain.

=He succeeded in everything, *at the same time* he was never vain.

6. His mother still trusted him, *though* he had deceived her so often.

=He had deceived his mother so often, she trusted him *all the same.*

7. He finished first, though he began late.

=He began late *indeed, but* he finished first.

8. This man is never satisfied, *no matter* what we do for him.

=This man is never satisfied, *whatever* we do for him. या This man is never satisfied *although* we may do everything for him.

9. *Admitting* that he has no means, yet he dresses pretty well.

=*Though* he has no means, he dresses pretty well.

10. Poor *as* he is, he will never do a dishonest act.

=He is poor *indeed, but* he will never do a dishonest act.

Sentences Expressing Comparison

वाक्य में जितने Adjectives के प्रयोग होते हैं, वे किसी-न-किसी Degree में अवश्य ही रहते हैं—Positive, Comparative या Superlative में। एक प्रकार की Degree को दूसरे में बदल सकते हैं और उनके अर्थ में भी कोई अन्तर नहीं आता। ऐसा परिवर्तन किस प्रकार होता है, इन पर विचार करें।

(A) Interchange of Positive and Comparative Degree

बहुत-से Positive Degree के Adjectives दो as (as... as) के बीच रखा जाता है; जैसे—

as dull *as*, *as* good *as*.

ऐसे वाक्यों को transform करने के लिए इन नियमों की सहायता लें—

Rule I. दोनों as (as....as) को हटा दें।

Rule II. Adjective को (जो दो as के बीच में रहता है) Comparative Degree का रूप दे दें।

Rule III. यदि वाक्य Affirmative हो, तो उसे Negative बना दें और यदि Negative हों, तो उसे Affirmative बना दें।

Rule IV. वाक्य के दूसरे भाग को नये वाक्य में पहले लिखें और पहले भाग को अन्त में—

1. Ram is *as* dull *as* Shyam.=Shyam is *not duller* than Ram.
2. You are *as* good *as* I =I am *not better* than you.
3. Ram is *not as* dull *as* Shyam.=Shyam is *duller* than Ram.
4. You are *not as* good *as* I.=I am *better* than you.

इसी प्रकार, Comparative Degree को Positive Degree में बदलने के लिए इन नियमों की सहायता लें—

Rule I. Comparative Degree के Adjective को Positive में बदल दें।

Rule II. Adjective को दो as (as....as) के बीच में रख दें।

Rule III. यदि वाक्य Affirmative हो, तो उसे Negative बना दें और यदि Negative हो, तो Affirmative.

Rule IV. वाक्य के दूसरे भाग को नये वाक्य में पहले रखें और पहले को अन्त में; जैसे—

1. He is *better* than you. = You are *not as* good *as* he.
2. He is *not better* than you. = You are *as* good *as* he.

(B) Interchange of Comparative and Superlative Degree

यदि Comparative Degree में *all other* या *any other* का प्रयोग हो, तो उसे अग्रलिखित प्रकार से Superlative Degree में बदला जाता है—

Rule I. All other या any other को हटा दें।

Rule II. Comparative Degree के Adjective को Superlative में बदल दें—

1. He is *better* than *any other* boy in the class.—Comparative
   He is the *best* boy in the class.—Superlative
2. This book is *more* useful *than any other* in the market.
   —Comparative
   This is the *most* useful book in the market.
   —Superlative

Note—इसी प्रकार, Superlative Degree को भी Comparative में बदल देना चाहिए।

यदि Comparative Degree के साथ *most other* लगा रहे, तो इसकी Superlative Degree इस प्रकार बनाएँ—

Rule I. Most other के बदले one of the का प्रयोग करें।

Rule II. Comparative Degree के Adjective को Superlative में बदल दें—

1. He is more wicked than *most other* boys. —Comparative
   He is *one of the most wicked* boys. —Superlative
2. Iron is *more* useful than *most other* metals.—Comparative
   Iron is *one of the most* useful metals. —Superlative

Note—इसी प्रकार Superlative Degree को भी Comparative में बदल सकते हैं।

(C) Interchange of Positive and Superlative Degree

जब वाक्य में Positive Degree को दो as (as....as) के बीच में रखा जाता है और उसके पहले *no other* का प्रयोग होता है, तब उसकी Superlative Degree इस प्रकार बनायी जाती है—

Rule I. No other तथा as....as को हटा दें।

Rule II. Adjective को Superlative Degree का रूप दे दें; जैसे—

1. *No other* boy is *as* poor *as* Ram. —Positive
   Ram is the poorest boy. —Superlative
2. *No other* bookshop is *as* good *as* Pustak Mahal.—Positive
   Pustak Mahal is *the best* bookshop. —Superlative

यदि वाक्य में Positive Degree को दो as (as....as) के बीच रखा जाय और very few का प्रयोग हो, तो Comparative Degree को Superlative में इस प्रकार बदलना चाहिए—

Rule I. as....as तथा very few के बदले one of the का प्रयोग करें।

Rule II. Adjective को Superlative का रूप दे दें; जैसे—

1. *Very few* men were *as* great *as* Mahatma Gandhi.—Positive
   Mahatma Gandhi was *one of the greatest men.*—Superlative
2. *Very few* flowers are *as sweet as* rose. —Positive
   Rose is *one of the sweetest* flowers. —Superlative

EXERCISES WORKED OUT

1. The younger brother is *cleverer* than the elder.—Comparative
   The elder brother is not *so clever as* the younger.—Positive
2. Gold is *one of the heaviest* metals.—Superlative
   Gold is *heavier* than *most other* metals.—Comparative
   Very few metals are *as heavy as* gold.—Positive
3. This man has *more debts* than cash.—Comparative
   This man has not *as much cash as* he has debts.—Positive
4. That man has *more money than* brain.—Comparative
   That man has not *as much brain as* he has money.—Positive
5. He treats the poor with the *same respect as* he does the rich. —Positive
   He treats the poor with *no less respect* than the rich. —Comparative
6. You know his way quite *as well as* I do.—Positive
   I do *not* know his ways *any better* than you do.—Comparative
7. I would *as soon die as* tell a lie —Positive
   I would *rather die than* tell a lie.—Comparative
   I would *sooner* die *than* tell a lie.—Comparative
8. A live ass is *stronger* than a dead lion.—Comparative
   A dead lion is *not so strong as* a live ass.—Positive
9. *Very few* countries are *as hot as* India.—Positive
   India is *hotter* than *most other* countries.—Comparative
   India is *one of the hottest* countries.—Superlative

10. Platinum is *as heavy as* gold —Positive
    Gold is *not heavier than* platinum.—Comparative
11. *No other* singer in the school is *so good as* Hari —Positive
    Hari is the *best singer* in the school.—Superlative
    Hari is *better* than *any other* singer in the school.
    —Comparative
12. He was *one of the greatest* of Indian rulers —Superlative
    He was *greater* than *most other* Indian rulers.—Comparative
    Very few Indian rulers were *so* great *as* he —Positive

Sentences Expressing Time

(A) Sentences with point of time

कुछ वाक्यों में verb के साथ point of time (at/in+time) आता है। इन्हें transform करने के लिए इन नियमों का ध्यान रखें—

Rule I. वाक्य को negative बना दें और Perfect Tense का प्रयोग करें।

Rule II. Point of time के पहले since का प्रयोग करें।

इन वाक्यों के परिवर्तन को देखें—

1. I met him at 9 o'clock.
   I haven't met him since 9 o'clock.
2. I saw her in 1982.
   I haven't see her since 1982.
3. He gave me presents on my birthday.
   He hasn't given me presents since my birthday.

(B) Sentences with last....when

कुछ वाक्यों में *last....when* आता है।

इन वाक्यों को देखें—

1. I last saw him when I visited Delhi.
   I have not seen him since I visited Delhi.
2. He last met me when he came here.
   He has not met me since he came here.
3. I last travelled by air when I went to England.
   I have not travelled by air since I went to England.

इन नियमों का ध्यान रखें—

Rule I. Since के बाद आने वाले clause में Past Simple Tense का प्रयोग करें।

Rule II. Since के पहले आने वाले clause (अर्थात् P. C.) में Perfect Tense का प्रयोग करें और इसे Negative बना दें।

(C) Sentences with ago

कुछ वाक्यों में ago का प्रयोग होता है और इनसे समय का बोध होता है। इन्हें इस प्रकार transform किया जा सकता है—

Rule I. Ago के बदले for का प्रयोग करें।

Rule II. वाक्य को negative बना दें और इसमें Perfect Tense का प्रयोग करें।

इन वाक्यों के परिवर्तन को देखें—

1. He helped me a month ago.
   He hasn't helped me for a month.
2. She wrote to me a week ago.
   She hasn't written to me for a week.

EXERCISE

Transform these sentences—

1. She ate at 9 o'clock.
2. I went to the picture a week ago.
3. It rained a month ago.
4. I saw him in 1980.
5. She came here in 1981.
6. A storm caused damage in 1982.
7. I received a letter from him in 1983.

Interchange of Voice

कुछ वाक्यों की बनावट इस प्रकार की होती है—

(A) Subject + transitive verb + object

इन्हें Passive Voice में बदलने के लिए इन नियमों का ध्यान रखें—

Rule I. Subject को Object बना दें और इसके पहले by का प्रयोग करें।

Rule II. Object को Subject बना दें।

Rule III. (a) Verb के पहले एक verb 'to be' (am, is, are, was, were, be, been, being) का प्रयोग Subject के Number और Verb के Tense के अनुसार करें।

(b) Verb को Past Participle (Verb के तीसरे) रूप में रखें।

इस प्रकार, वाक्य की बनावट इस तरह हो जाती है—

Subject + Verb 'to be' + Past Participle + by + Object

इन नियमों की मदद से voice को बहुत ही आसानी से बदल सकते हैं—

1. Mohan teaches Sohan. —*Active*
   Sohan is taught by Mohan. —*Passive*
2. I respect him. —*Active*
   He is respected by me. —*Passive*

Note (a)—कभी-कभी वाक्य का Subject अनिश्चित (vague) रहता है; जैसे—

1. People say. 2. They say. 3. Somebody (someone) says.

ऐसे अनिश्चित Subjects को Passive Voice में इस प्रकार बदल दिया जाता है—

People say. They say. Everybody says. —*Active*

=It is said. —*Passive*

Note (b)—वाक्य का Subject अनिश्चित (vague) रहे, तो उसे Object बनाकर उसके पहले by का प्रयोग करना उचित नहीं, क्योंकि आधुनिक प्रयोग इसकी स्वीकृति नहीं देता; जैसे—

1. People (they) will help me. 2. Someone will help me. —*Active*

=I will be helped. [not, by *them/someone*] —*Passive*

यहाँ by the people/by them लिखना आवश्यक नहीं। क्यों? इसलिए कि यहाँ 'by+agent' (noun/pron.) अनिश्चित है और वह अत्यन्त ही गौण है। याद रखें कि by+agent का प्रयोग तब होता है जब agent महत्त्वपूर्ण होता है और हमारा ध्यान उसकी ओर आकृष्ट कर यह बताया जाता है कि कार्य 'किसके द्वारा' किया गया है।

(B) Subject+verb 'to be'+infinitive

कुछ वाक्यों की बनावट Active Voice में इस तरह की रहती है—

am/is/are/was/were+infinitive (to+verb)

Rule I. ऐसे वाक्यों के Passive Voice में am/is/are/was/were के बाद to be आता है और to be के बाद Verb का Past Participle रूप; जैसे—

1. I am to help him. —*Active*
   He is to be helped (by me). —*Passive*
2. I was to help him. —*Active*
   He was to be helped (by me). —*Passive*
3. We are to help him. —*Active*
   He is to be helped (by us). —*Passive*

(C) Subject+verb 'to have'+infinitive

कुछ वाक्यों की बनावट Active Voice में इस तरह की रहती है—

Subject+has/have/had+infinitive (to+verb).

Rule I. ऐसे वाक्यों के Passive Voice में has/have/had के बाद to be आता है

और to be के बाद Verb का Past Participle रूप ; जैसे—

1. I have to help him. —*Active*
   He has to be helped (by me). —*Passive*
2. We have to help him. —*Active*
   He has to be helped (by us). —*Passive*
3. You have to help us. —*Active*
   We have to be helped (by you). —*Passive*

(D) Subject+may/can/should/must/etc.+infinitive

कुछ वाक्यों के Active Voice में can/could/may/might/should/must/would +infinitive verb रहता है। ऐसे वाक्यों के Passive Voice में can/could/may/might/should/would के बाद be आता है और be के बाद verb का past participle रूप।

Rule I. जब ऐसे वाक्यों के Active Voice में have+past participle रहता है, तब Passive Voice में have been+past participle का प्रयोग होता है।

इन वाक्यों को देखें—

1. I can help him. —*Active*
   He can be helped (by me). —*Passive*
2. I must help him. —*Active*
   He must be helped (by me). —*Passive*
3. I should have helped him. —*Active*
   He should have been helped (by me). —*Passive*

(E) Subject+verb+preposition+object

कभी-कभी Verb के बाद कोई Preposition आता है और उसके बाद Object; जैसे—

I look *after* him.

यहाँ after एक prepositon है और him एक object.

Active को Passive में बदलने पर ऐसे Preposition को ज्यों-का-त्यों रख दिया जाता है और Preposition के बाद by का प्रयोग इस प्रकार किया जाता है—

preposition+by+object

इन उदाहरणों को लें—

1. I look after him. —*Active*
   He is looked after (by me). —*Passive*

2. I am searching for him. —*Active*
   He is being searched for (by me). —*Passive*

Note—ऐसे वाक्यों में कभी-कभी adverb of manner का भी प्रयोग इस प्रकार होता है—

I will look after you *well.*

इस प्रकार के adverb का स्थान Passive Voice में उस verb के पहले रहना चाहिए जिसको वह modify करता हो; जैसे—

You will be well looked after.

Caution—कुछ Verbs के बाद Passive Voice में by का प्रयोग नहीं होता; उनमें by के बदले किसी दूसरे उपयुक्त Preposition का प्रयोग होता है।

इन वाक्यों को देखें—

1. He satisfied everybody. —*Active*
   Everybody was satisfied *with* him. —*Passive*
2. He knows me. —*Active*
   I am known *to* him. —*Passive*
3. Her conduct shocked me. —*Active*
   I was shocked *at* her conduct. —*Passive*
4. His reply surprised me. —*Active*
   I was surprised *at* his reply. —*Passive*
5. This book has greatly interested me. —*Active*
   I have been greatly interested *in* this book. —*Passive*

(F) Subject+verb+object+complement

कुछ वाक्यों में Transitive verb के बाद Object आता है और उस Object के अर्थ को पूरा करने के लिए object के बाद एक Complement का प्रयोग होता है। वैसे Transitive verb को Factitive verb कहा जाता है और उसके साथ आने वाले complement को Objective Complement कहते हैं; जैसे—

We elected him *chairman.*

यहाँ chairman है Objective Complement.

Rule I. ऐसे वाक्यों के Passive voice में Object को Subject बनाया जाता है।
Rule II. Objective Complement को verb के बाद रखा जाता है।

इन वाक्यों को देखें—

1. We elected him chairman. —*Active*
   He was elected chairman. —*Passive*

2. They made him king. —*Active*
   He was made king. —*Passive*

(G) Subject+verb+object+object

कुछ वाक्यों के Active Voice में verb के बाद दो-दो objects रहते हैं। उन objects में एक Direct होता है और दूसरा Indirect; जैसे—

He gave me a book.

यहाँ gave के बाद दो objects (me/book) आये हैं। इनमें me है Indirect object और book है Direct object. याद रखें कि जिस object के पहले *to/for* का प्रयोग हो सकता है उसे Indirect object कहते हैं, पर जिसके पहले *to/for* का प्रयोग नहीं हो सकता उसे कहा जाता है Direct object. इस वाक्य में me के पहले to का प्रयोग हो सकता है, पर book के पहले नहीं; जैसे—

He gave a book to me.

इसलिए यहाँ book है Direct object और me है Indirect object.

ऐसे वाक्यों का Passive voice इस प्रकार बनाना चाहिए—

Rule I. Indirect object को Passive में subject बना दें। दूसरे-दूसरे परिवर्तन साधारण नियमों के अनुसार ही करें। इस नियम का ध्यान रखकर हमें इस वाक्य का Passive Voice इस प्रकार बनाना चाहिए—

He gave me a book. —*Active*
I was given a book (by him). —*Passive*

Note—कुछ लोग Direct object को subject बनाकर इस प्रकार Passive Voice बनाते हैं—

He gave me a book. —*Active*
A book was given me (by him). —*Passive*

ऐसा करना गलत तो नहीं कहा जा सकता, पर साधारणतः Indirect object को ही subject बनाकर passive voice बनाया जाता है।

(H) There+verb+noun (subject)+infinitive

कुछ वाक्यों में noun (subject) के बाद infinitive (*to+transitive verb*) आता है। इनका passive voice इस प्रकार बनाया जा सकता है—

There+verb+noun (*subject*)+*to be+past participle.*

इन वाक्यों के परिवर्तन को देखें—

1. There is no time to lose.
   There is no time to be lost.
2. There is no money to waste.
   There is no money to be wasted.

ध्यान दें कि *to+infinitive* हो जाता है—

to be+past participle.

(I) Subject+verb+object+infinitive (without 'to')

कुछ वाक्यों में object के बाद infinitive (without 'to') आता है और पूरे वाक्य की बनावट होती है—

Subject+verb+object+infinitive (without 'to').

इन्हें Passive Voice में इस प्रकार बदलें—

Rule I. Object को subject बना दें।

Rule II. Infinitive के to चिह्न का प्रयोग करें।

Rule III. Verb का रूप हो जाता है—verb 'be'+past participle.

इन वाक्यों को लें—

1. I saw her sing a song.
   She was seen to sing a song.
2. I found him cross the road.
   He was found to cross the road.

EXERCISE

Change the voice of—

1. We saw a plane land.
2. I saw a boat sail.
3. There is no food to waste.
4. There aren't sweets to distribute.
5. I watched a plane take off.
6. I saw him run away.

Interrogative Sentences

(J) Interrogative Sentences with *do/does/did*

बहुत-से Interrogative वाक्यों में do/does/did का प्रयोग होता है। ऐसे वाक्यों को Passive Voice में बदलने के लिए इन नियमों की सहायता लें—

Rule I. Do/does/did को वाक्य से हटा दें और इस प्रकार उसे Assertive बना दें। इसके बाद उस वाक्य को voice के नियमानुसार Passive में बदल दें।

आप देखेंगे कि ऐसी हालत में do/does/did के बदले, object के Number और Verb के Tense के अनुसार, am/is/are/was/were आदि (verb 'to be') का प्रयोग होता है।

Rule II. वाक्य को Interrogative sentence में बदल दें।

इन वाक्यों को देखें—

Did he abuse you? —*Active* (Interrogative)
=He *did abuse* you. —*Active* (Assertive)

=He *abused* you. —*Active* (Assertive)
=You were abused by him. —*Passive* (Assertive)
=Were you abused by him? —*Passive* (Interrogative)

इस प्रकार, 'Did he abuse you?' का Passive Voice हुआ—

'Were you abused by him?'

कुछ और वाक्य लें—

1. Why did he beat you? —*Active* (Interrogative)
   =Why he beat you. —*Active* (Assertive)
   =Why were you beaten by him?—*Passive* (Interrogative)

2. Does he prepare his lessons? —*Active*
   =He prepares his lessons. —*Active*
   =Are lessons prepared by him? —*Passive*

3. When did he help me? —*Active*
   =When he helped me. —*Active*
   =When was I helped by him? —*Passive*

(K) Interrogative Sentences without *do/does/did*

बहुत-से Interrogative sentences में do/does/did का प्रयोग नहीं होता, क्योंकि उनमें दूसरे-दूसरे auxiliary verbs आते हैं; जैसे—

1. Will he write a book? —*Active*
2. When will he write a book? —*Active*
3. Are you writing a book? —*Active*
4. Can you write a book? —*Active*

इन वाक्यों में do/does/did का प्रयोग नहीं हुआ है। ऐसे वाक्यों का Passive Voice साधारण नियमों के अनुसार ही (जिनकी चर्चा पहले हो चुकी है) बनता है; जैसे—

1. Will a book be written by him? —*Passive*
2. When will a book be written by him? —*Passive*
3. Is a book being written by you? —*Passive*
4. Can a book be written by you? —*Passive*

(L) Interrogative Sentences with 'who'

कुछ Interrogative sentences में 'who' आता है। ऐसे वाक्य Passive Voice में इस प्रकार बदले जाते हैं—

(i) *By whom + verb 'be' + subject + past participle.*

(ii) *Who + verb 'be' + subject + past participle + by.*

इन वाक्यों के परिवर्त्तन को देखें—

1. Who gave you this book? —*Active*

By whom was this book given to you ? —*Passive*
Who was this book given to you by ? —*Passive*

2. Who can save our country ? —*Active*
By whom can our country be saved ? —*Passive*
Who can our country be saved by ? —*Passive*

Note—आजकल *By whom* का प्रयोग प्राय: नहीं होता।

(M) Interrogatives : indirect question

कुछ Interrogative Sentences की बनावट Indirect Narration में इस प्रकार की होती है—

Subject+ask+object+if/whether+clause

or

Subject+ask+object+question word+clause.

इनका Passive Voice इस प्रकार बनता है—

Rule I. Reporting Verb (and) के object को subject बना दें।

Rule II. Reporting Verb के पहले verb 'be'+past participle का प्रयोग करें।

इन वाक्यों को लें—

1. I asked Radha if she was ill.
Radha was asked if she was ill.
2. He asked me when I would return.
I was asked when I would return.

Imperative Sentences

(A) Imperative Sentences : order/command

कुछ Imperative sentences से order या command (आज्ञा/आदेश) का बोध होता है। उन्हें Passive Voice में इस प्रकार बदलें—

Rule I. वाक्य में अपनी ओर से Let का प्रयोग करें और उसे वाक्य के आरम्भ में रखें।

Rule II. वाक्य में *be+Past Participle* का प्रयोग करें, is/are आदि का नहीं।

इन वाक्यों को देखें—

1. Bring a glass of water. —*Active*
Let a glass of water be brought. —*Passive*
2. Turn him out. —*Active*
Let him be turned out. —*Passive*

Note—ऐसे वाक्यों में by you का प्रयोग नहीं करना चाहिए।

(B) Imperative Sentences : advice/request

कुछ Imperative sentences से परामर्श/प्रार्थना (advice/request) का भाव प्रकट होता है।

Rule I. ऐसे वाक्यों का परिवर्तन should be+Past Participle द्वारा करें; जैसे—

1. Love your country. —*Active*
   Your country should be loved. —*Passive*
2. Feed the poor. —*Active*
   The poor should be fed. —*Passive*
3. Help your friends. —*Active*
   Your friends should be helped. —*Passive*

इनका परिवर्तन Let के द्वारा भी हो सकता है; जैसे—

Let the country be loved. —*Passive*

Note—यदि Imperative sentences में please/kindly आदि शब्द रहें तो उनका प्रयोग Passive Voice में न करें।

(C) Imperatives : indirect command/request

कुछ Imperative Sentences की बनावट Indirect Narration में इस प्रकार की होती है—

Subject+ask/tell/request+object+infinitive.

इनका passive voice इस प्रकार बनता है—

Rule I. Reporting Verb के object को subject बना दें।

Rule II. Infinitive तथा इससे जुड़े हुए शब्दों को ज्यों-का-त्यों रख दें।

Rule III. Reporting Verb के पहले verb 'be'+past participle का प्रयोग करें।

इन वाक्यों को देखें—

1. I asked/told Mohan to make tea.
   Mohan was asked to make tea.
2. He requested her to lend him her book?
   She was requested to lend him her book.

(D) Subject+causative verb+Infinitive (without 'to')

कुछ वाक्यों में Subject के बाद causative verb आता है और उसके बाद infinitive [without 'to']; जैसे—

I made him laugh.

इनका Passive Voice इस प्रकार बनाया जाता है—

Rule I. ऐसे वाक्यों को Passive Voice में object को subject बनाया जाता है।

Rule II. Infinitive के पहले 'to' का प्रयोग किया जाता है, जो Active Voice में छिपा रहता है।

इन वाक्यों को देखें—

1. I made him *laugh*. —*Active*
   He was made *to laugh*. —*Passive*
2. He made me *sing*. —*Active*
   I was made *to sing*. —*Passive*
3. I saw him *go*. —*Active*
   He was seen *to go*. —*Passive*

पर Let के साथ Passive में भी to का प्रयोग नहीं होता; जैसे—

I let him go. —*Active*
He was let go. —*Passive*

यहाँ let to go का प्रयोग अनुचित होता।

(E) P. C.+that+Noun clause [object]

कुछ वाक्यों में P. C. के transitive verb (believe/find/claim/consider/know/report/say/think) के बाद that आता है और इसके बाद एक Noun clause जो object का काम करता है; जैसे—

We know that some boys grow wise early.

ऐसे वाक्यों का रूप Passive Voice में हो जाता है—

(i) *Subject+verb 'be'+past participle+infinitive*
Or
subject+verb 'be'+past participle+to be +noun/adjective.

(ii) *It is+past participle+that+clause [Noun clause]*

इन वाक्यों के परिवर्तन देखें—

1. We know that some boys grow wise early.. —*Active*
   Some boys are known to grow wise early. —*Passive*
   Or
   It is known that some boys grow wise early. —*Passive*
2. People consider that he is wise. —*Active*
   He is considered to be wise. —*Passive*
   Or
   It is considered that he is wise. —*Passive*

ऐसे वाक्यों का परिवर्तन इन नियमों के अनुसार होता है—

Rule I. Noun clause के subject को Passive में subject बना दें।

Rule II. Principal clause के subject का लोप कर दें।

Rule III. ऐसे वाक्यों में by+object का प्रयोग न करें।

(F) P.C.+that+Noun clause [in passive voice]

ऐसे वाक्यों में Noun clause का verb रहता है Passive Voice में; जैसे—

He wants that he *should be treated* as a minister.

इस प्रकार के वाक्यों का परिवर्त्तन होता है—

P.C.+to be+past participle.

इन वाक्यों को देखें—

1. He wants that he should be treated as a minister. —*Active*
   He wants to be treated as a minister. —*Passive*

2. He likes that he should be rewarded. —*Active*
   He likes to be rewarded. —*Passive*

ध्यान दें कि ऐसे वाक्यों का परिवर्त्तन इन नियमों की सहायता से होता है—

Rule I. Noun clause [that+subject+verb] का लोप हो जाता है।

Rule II. Verb के बाद to be+past participle आता है।

EXERCISE

Change the voice of—

1. We appointed him teacher.
2. I nominated him monitor.
3. I wrote him a letter.
4. Write a story.
5. Did he teach you ?
6. Who taught him ?
7. We believe that he is honest.
8. We find that novels are harmful.
9. They say that he is a thief.
10. He likes that he should be excused.
11. People believe that he is a thief.
12. Nobody has answered this question correctly.

EXERCISES WORKED OUT

1. The book *has* greatly *interested* me.
   I *have been* greatly *interested* in the book

2. I found the boys laughing at me.
   I found myself *being laughed* at by the boys.

3. *Hew* down the bridge.
   Let the bridge *be hewn* down.

4. Tell him to leave the room at once.
   Let him *be told* to leave the room at once.

5. The house is rapidly *building.*
   The house *is being* built rapidly.

6. He *taught* her to read Hindi.
   She *was taught* to read Hindi by him.

7. The teacher *taught* me to speak English.
   I *was taught* to speak English by the teacher.

8. The students loudly *cheered* the Governor's speech.
   The Governor's speech *was* loudly *cheered* by the students.
9. Brutus *accused* Caesar of ambition.
   Caesar *was accused* of ambition by Brutus.
10. They *chose* him their leader.
    He *was chosen* their leader.
11. Who *wrote* this poem ?
    Who *was* this poem *written by* ?
12. The king *gave orders* that he should be set free.
    Orders were given by the king to set him free.
13. He *made* the pupils do the work.
    The pupils *were made* to do the work.
14. We *expect* good news.
    Good news *is expected.*
15. We must *endure* what we *cannot cure.*
    What *cannot be cured* must *be endured.*
16. The Headmaster gave him a prize.
    He was given a prize by the Headmaster.
    Or, A prize was given him by the Headmaster.

Interchange of Interrogative and Assertive Sentences

कुछ ऐसे sentences होते हैं जो रूप के अनुसार Interrogative, पर अर्थ के अनुसार Assertive होते हैं। इसलिए ऐसे Interrogative sentences को Assertive में इस प्रकार बदलें—

Rule I. वाक्य में पहले Subject को रखें और उसके बाद Verb को।

Rule II. प्रश्नवाचक चिह्न (Note of Interrogation) के बदले Full Stop का प्रयोग करें।

Rule III. यदि Interrogative sentence में not नहीं रहे, तो Assertive में not का प्रयोग करें; पर यदि Interrogative sentence में not रहे, तो Assertive में not का प्रयोग नहीं करें; जैसे—

1. Who *would not* run from a lion ? —Interrogative
   Everyone *would* run from a lion. —Assertive
2. *Can* the deaf hear ? —Interrogative
   The deaf *cannot* hear. —Assertive
3. *Can* human nature change ? —Interrogative
   Human nature *cannot* change. —Assertive
4. *Doesn't* God *help* helpless men ? —Interrogative
   God *helps* helpless men. —Assertive
5. *Shouldn't* you love your mother ? —Interrogative
   You *should* love your mother. —Assertive

EXERCISES WORKED OUT

1. If you prick us, *don't we bleed* ? —Interrogative
   If you prick us, *we bleed*. —Assertive
2. If you poison us, *don't we die* ? —Interrogative
   If you poison us, *we die*. —Assertive
3 *Weren't* you *sent* to school to study ? —Interrogative
   You *were sent* to school to study. —Assertive
4. *Who is* here so rude as not to love his country ?—Interrogative
   There is *none* here so rude as not to love his country.—Assertive
5. *Haven't* I *warned* you of this danger over and over ? —Interrogative
   I *have warned* you of this danger over and over. —Assertive
6. This *is not* the kind of dress to wear in school. —Assertive
   Is this the kind of dress to wear in school ? —Interrogative
7. There *is nothing* better than hard work to cure nerves. —Assertive
   Is there *anything* better than hard work to cure nerves ? —Interrogative
8. No *one* can put up with such conduct. —Assertive
   Can *anyone* put up with such conduct ? —Interrogative
9. The beauty of Nature is beyond description. —Assertive
   Isn't the beauty of nature beyond description ? —Interrogative
10. We could not have succeeded without your help. —Assertive
   Could we have succeeded without your help ? —Interrogative

Interchange of Assertive and Interrogative Sentences

Assertive sentences को Interrogative में इस प्रकार बदलें—

Rule I. यदि वाक्य में am/is/are/may/can/have/shall/will/should/ought आदि प्रकार की सहायक क्रिया आए, तो ऐसी क्रिया को वाक्य के आरम्भ में रखें और इसके बाद कर्त्ता को।

Rule II. पूर्ण विराम (full stop) के बदले Note of Interrogation का प्रयोग करें।

Rule III. यदि वाक्य में पूरी क्रिया (full verb, जैसे—come/go/read/write आदि) आए, तो वाक्य के आरम्भ में do/does/did का प्रयोग करें और इसके बाद कर्त्ता को रखें।

इन वाक्यों को देखें—

1. This is a car.
   Is this a car ?
2. They are farmers.
   Are they farmers ?
3. He has a car.
   Has he a car ?
4. They have got a house.
   Have they got a house ?

5. I may go home.
May I go home ?

6. He can help me.
Can he help me ?

7. He will come soon.
Will he come soon ?

8. He should work hard.
Should he work hard ?

9. He plays tennis.
Does he play tennis ?

10. They know English.
Do they know English ?

11. He won a lottery.
Did he win a lottery ?

12. She sells fish.
Does she sell fish ?

13. You help her.
Do you help her ?

14. He went home.
Did he go home ?

यदि वाक्य में कोई प्रश्नवाचक शब्द (question word—what/how/where/when/why) आए, तो क्रिया को पहले रखें और इसके बाद subject को; जैसे—

1. What your name is.
What is your name ?

2. Where you live.
Where do you live ?

3. When he will come.
When will he come ?

4. Why you are sad.
Why are you sad ?

5. How he is now.
How is he now ?

6. What he said.
What did he say ?

7. What you want.
What do you want ?

8. What he is doing.
What is he doing ?

EXERCISE

Change these into Interrogative sentences—

1. Mohan has got a car.
2. He must wait here.
3. She will buy a car.
4. He can lift this box.
5. Where she lives these days.
6. When he will finish the work.
7. Why you reached late.
8. How you have come here.
9. She went to market.
10. He helps his neighbour.

Interchange of Affirmative and Negative Sentences

Rule I. Negative sentences को Affirmative में बदलने के लिए Negative Verbs, Adverbs, Adjectives और Pronouns को Positive में बदलना पड़ता है; जैसे—

none but the brave = the brave alone; none but a coward = the coward alone or only a coward; not always = sometimes; not gone far = gone a little way; no one nation = more than one nation; cannot but = bound to; no one = everyone; never again = for the last time; no sooner....than = as soon as.

इन वाक्यों को देखें—

1. *None but* a coward would flee from his duty. —Negative
Only a coward would flee from his duty. —Affirmative

2. Learned men are *not always* judicious. —Negative
Learned men are *sometimes* wanting in judgment.—Affirmative

3. *No sooner* had they heard the bell *than* they ran outside. —Negative
As soon as they heard the bell, they ran outside. —Affirmative

4. He *cannot but* give me thanks. —Negative
He is *bound to* give me thanks. —Affirmative

5. *No one* will *deny* that your son has done his best. —Negative
Everyone will *admit*......best. —Affirmative

6. He left *no plan untried*. —Negative
He *tried every* plan. —Affirmative

7. His temper *did not improve* with age. —Negative
His temper became *worse* with age. —Affirmative

इस प्रकार, यदि Affirmative sentence को Negative में बदलना हो, तो Positive Verbs/Adverbs/Adjectives/Pronouns को Negative में बदल दें, जैसे—

doubtful = not sure; always = never; as soon as = no sooner ....than; all = none; quick understanding = slow understanding.

इन वाक्यों के परिवर्तन को देखें—

1. It *always* pours when it rains. —Affirmative
It *never* rains but it pours. —Negative

2. *As soon as* the master entered the room, everyone was silent. —Affirmative
No sooner did the master enter the room *than* everyone was silent.—Negative

3. *Only* a little child would talk like this. —Affirmative
None but a little child would talk like this. —Negative

4. Where there is *smoke*, there is fire. —Affirmative
There is *no smoke* without fire. —Negative

5. *You alone* were to blame for this. —Affirmative
None but you were to blame for this. —Negative

6. *As soon as* he saw her, he ran away. —Affirmative
No sooner did he see her *than* he ran away. —Negative

Rule II. कुछ ऐसे भी Affirmative और Negative sentences होते हैं, जिनके Adjectives की Degree बदलकर वाक्य को transform किया जाता है; जैसे—

1. You are *not taller than* he is. —Negative
He is *as* tall *as* you are. —Affirmative

2. I am *not so clever as* you. —Negative
You are *cleverer than* I. —Affirmative

3. You are *not better* than your sister. —Negative
Your sister is *as good as* you. —Affirmative

ऐसे वाक्यों को Affirmative से Negative और Negative से Affirmative बनाते समय (i) Adjective की Degree बदल देनी चाहिए; जैसे Comparative को Positive

(i) Adjective की Degree बदल देनी चाहिए; जैसे Comparative को Positive में और Positive को Comparative में।

(ii) Negative को Positive में बदलना चाहिए (not को हटा कर) तथा Positive को Negative में (not जोड़ कर)।

(iii) वाक्य की बनावट बदल देनी चाहिए (वाक्य के दूसरे भाग को पहले लिख कर तथा पहले भाग को अन्त में रख कर)।

Interchange of Assertive and Exclamatory Sentences

(A) *What+noun/How+adj./adv.*

यदि Exclamatory sentence में How/What आए तो उसे Assertive में परिवर्तित करने के लिए इन नियमों की सहायता लें—

Rule I. How/what को हटा दें।

Rule II. *How+adj./adv.* को *Very+adj./adv.* में बदल दें; जैसे :

1. How well he plays !
   =He plays very well.
2. How fast he runs !
   =He runs very fast.
3. How sweetly she sings !
   =She sings very sweetly.

Rule III. *What+noun* को *Adjective+noun* में बदल दें; जैसे :

1. What a sight it is !
   =It is a lovely sight.
2. What a boy he is !
   =He is a peculiar boy.

Rule IV. *What+adj.+noun* को *Adjective+noun* में बदल दें; जैसे—

1. What a fine time it is !
   =It is a fine time.
2. What a good place it is !
   =It is a good place.

कुछ और वाक्यों का परिवर्तन देखें—

1. What a *problem* it is ! —Exclamatory
   It is a *great* problem. —Assertive
2. What a lame excuse ! —Exclamatory
   That was a *very* lame excuse. —Assertive
3. What a *piece* of work is man ! —Exclamatory
   Man is a *wonderful* (great) piece of work. —Assertive

4. **O what a *foolish* question to ask !** —Exclamatory
   It is a *very* foolish question to ask. —Assertive
5. **What *sweet* delight a quiet life brings !** —Exclamatory
   A quiet life brings *very* sweet delight. —Assertive
6. **How *sad* was the sight of the deserted city !** —Exclamatory
   The deserted city presented a *very* sad sight. —Assertive

Note (a)—यदि Exclamatory sentences में Subject और Verb छिपे हुए हों, तो Assertive में बदलते समय उन्हें स्पष्ट रूप से (अर्थानुसार) प्रकट कर देना चाहिए; जैसे :—

How foolish !
= How foolish it is !

अब इस Exclamatory sentence को Assertive में आसानी से बदला जा सकता है—

It is very foolish.

इसी प्रकार, इस वाक्य को देखें—

What a lame excuse !
= What a lame excuse it is or was !

अब इसे Assertive में बदलें—

It is (was) a very lame excuse.

(*B*) *O that/Oh that etc.+that*

कुछ Exclamatory Sentences की बनावट होती है—

O that/Oh that+clause
Would that+clause
Alas/Alas that+clause
O to be/Oh to be+phrase

इन्हें Assertive बनाने के लिए इनकी बनावट इस प्रकार करें—

Subject+verb (wish)+clause
It is sad+that+clause

इन वाक्यों को लें—

1. Would that I had not wasted my time ! —Exclamatory
   I wish I had not wasted my time. —Assertive
2. O that the desert were my dwelling place ! —Exclamatory
   I wish the desert were my dwelling place. —Assertive
3. O that he had a son ! —Exclamatory
   I wish he had a son. —Assertive

4. O to be at home ! —Exclamatory
   I wish I were at home. —Assertive
5. Alas that he should die so young ! —Exclamatory
   It is sad that he should die so young. —Assertive
6. Alas ! He is dead. —Exclamatory
   It is sad that he is dead. —Assertive

(C) *If only + clause*

कुछ Exclamatory sentences आरम्भ होते हैं *If only* से। इन्हें Assertive में इस प्रकार बदलें—

(i) *Subject + verb (wish) + infinitive.*
(ii) *Subject + verb (wish) + clause.*

इस वाक्यों के परिवर्तन को देखें—

1. If only I could see him once ! —Exclamatory
   I wish to see him once. —Assertive
2. If only I could get one more chance ! —Exclamatory
   I wish to get one more chance. —Assertive
   I wish I could get one more chance. —Assertive

(D) *Infinitive + other words*

कुछ Exclamatory sentences आरम्भ होते हैं *Infinitive (to + verb)* से। इन्हें Assertive में इस प्रकार बदलें—

It is + adjective (strange) + that + clause.

इन वाक्यों के परिवर्तन को देखें—

1. To think of his coming so late ! —Exclamatory
   It is strange that he should come so late. —Assertive
2. To imagine my seeing a snake ! —Exclamatory
   It is strange that I should see a snake. —Assertive

(E) *How + adj. + of + other words*

कुछ Exclamatory sentences में *How + adjective + of* आता है। इन्हें इस प्रकार बदलें—

(i) *Subject + verb + adjective + enough + infinitive.*
(ii) *It is/was + adj. + of + object + infinitive.*

इन वाक्यों के परिवर्त्तन को देखें—

1. How kind of him to lend me money ! —Exclamatory
   He was kind enough to lend me money. —Assertive
   It was kind of him to lend me money. —Assertive

2. How foolish of them to throw stones ! —Exclamatory
They were foolish enough to throw stones. —Assertive
It was foolish of them to throw stones. —Assertive

(F) *Word+and+word*

कुछ Exclamatory sentences में *word+and+word* आता है। इनका परिवर्त्तन इस प्रकार होता है—

It is+adjective [strange/shocking/mean]+that+clause.

इन वाक्यों का परिवर्त्तन देखें—

1. A fireman and afraid of sparks ! —Exclamatory
It is strange that a fireman should be afraid of sparks. —Assertive

2. A soldier and such a coward ! —Exclamatory
It is shocking that a soldier should be such a coward. —Assertive

(G) *Bravo/Hurrah/Fie, Fie+sentence*

कुछ वाक्यों में Bravo का प्रयोग होता है और इनसे प्रशंसा (praise) का भाव व्यक्त होता है। कुछ वाक्यों में Hurrah का प्रयोग होता है और इनसे खुशी (joy) का भाव प्रकट होता है। कुछ वाक्यों में Fie, Fie आता है और इनसे घृणा (contempt) का बोध होता है। ऐसे Exclamatory Sentences को Assertive में इस प्रकार बदलना चाहिए—

(i) *Bravo+sentence=It is a matter of praise+that+sentence.*
(ii) *Hurrah+sentence=It is a matter of joy+that+sentence.*
(iii) *Fie, Fie+sentence=It is a matter of contempt+that+sentence*

इन वाक्यों को लें—

1. Bravo ! He stood first.
It is a matter of praise that he stood first.
2. Hurrah ! We have won the race.
It is a matter of joy that we have won the race.
3. Fie ! Fie ! You are a coward.
It is a matter of contempt that you are a coward.

EXERCISES WORKED OUT

1. *If* only I could see him reproach him for his ingratitude ! —Exclamatory
I wish I could see......ingratitude. —Assertive
2. *O* for the might that laid the traitor down ! —Exclamatory
I wish I had (possessed) the might that.... down. —Assertive
3. O my son ! *would that* I were dead and you alive ! —Exclamatory
I *wish* that I were dead and my son alive. —Assertive

4. *What* a piece of work is man ! —Exclamatory
Man is a *wonderful* piece of work. —Assertive
5. *O that* I were young again ! —Exclamatory
I *wish* that I were young again. —Assertive
6. *O* that she were living to this day ! —Exclamatory
I *wish* that she were living to this day. —Assertive
7. *O if* I could only raise the cover and look inside !—Exclamatory
I wish to raise the cover and look inside. —Assertive
8. *A horse* ! *a horse* ! my kingdom for a horse ! —Exclamatory
A horse I must have, even at the price of my kingdom. —Assertive
9. *Too late* ! *too late* ! you cannot come in now ! —Exclamatory
It is now *too late* for you to come in. —Assertive
10. *If* I could only gain the first prize ! —Exclamatory
I *wish* to gain the first prize. —Assertive
11. Well done ! —Exclamatory
That was well done.
You have done well. } —Assertive
12. A fireman, and afraid of sparks ! —Exclamatory
It is *strange* that a fireman should be afraid of sparks. —Assertive
13. *I wish* I had known that long ago. —Assertive
Would that I had known that long ago ! —Exclamatory
14. *I wish* I had never left my home. —Assertive
Would that I had never left my home ! —Exclamatory
15. We had a *very merry* time of it last night. —Assertive
What a merry time we had of it last night ! —Exclamatory
16. A little knowledge is a *dangerous* thing. —Assertive
How dangerous a thing is a little knowledge ! —Exclamatory
17. I should like to see my native land again. —Assertive
If only I could see my native land again ! —Exclamatory
18. To think of our meeting in this lonely place ! —Exclamatory
It is strange that we should meet in this lonely place. —Assertive
19. He was the *tallest* man in the town. —Positive
There was *no man* in the town *who was taller than* he was. —Negative.
20. *All must admit* that he was a great writer. —Positive
No one can deny that he was a great writer. —Negative
21. He *did not take long* to read this book. —Negative
He read the book *very quickly*. —Positive
22. *Should not everybody* be taught his native language ? —Interrogative
Everybody should be taught his native language. —Assertive

23. This story is *very* beautifully told. —Assertive
How beautifully this story is told ! —Exclamatory
24. Read this book to write English correctly. —Simple
Read this book *and* you will write English correctly. —Compound
If you read this book you will write English correctly. —Complex

EXERCISE

Transform the following sentences as directed—

1. I wish I had never left the place. (Turn into exc amatory)
2. As soon as he saw a tiger, he fled. (Turn into negative)
3. America is one of the richest countries. (Turn into positive)
4. He was too sad to speak a word. (Remove 'too')
5. How low has he fallen ! (Turn into assertive)
6. The police is searching for the thief. (Turn into passive)
7. This fact is too evident to require proof (Remove 'too')
8. He leads a miserable life. (Turn into exclamatory)
9. Can I ever forget him ? (Turn into passive)
10. Who would not love his country ? (Turn into assertive)
11. No one saw a brighter day than this. (Turn into interrogative)
12. This is the most beautiful pearl I have ever seen (Turn into positive)
13. We shall be blamed by our countrymen. (Turn into active voice)
14. I found him laughing at me. (Turn into passive voice)
15. I made him sing a song. (Turn into passive voice)
16. I wrote him a letter. (Turn into passive voice)

EXERCISE

Transform the following sentences as directed—

1. I wish I had never left my home. (Turn into exclamatory)
2. You are not taller than he is (Rewrite without a negative)
3. He was too deeply affected to speak a word (Remove 'too')
4. As soon as he saw the tiger, he fled. (Turn into negative)
5. America is one of the richest countries. (Change from superlative to positive)
6. The news is too good to be true. (Remove 'too)
7. Whom do you search for ? (Turn into passive)
8. How low has he fallen ! (Turn into assertive)
9. India is the poorest country. (Change superlative into positive)
10. But for your help, I would have been ruined. (Turn into a complex sentence)
11. This fact is too evident to require proof. (Remove 'too')
12. There is no smoke without fire. (Turn into affirmative)
13. The beauties of Nature are beyond description. (Turn into interrogative)
14. He leads a miserable life. (Turn into exclamatory)
15. Bombay is the best seaport in India. (Change from superlative to positive)
16. As soon as the master entered the room, everyone was silent. (Turn into negative)
17. Shall I ever forget those happy days ? (Turn into passive)
18. Only the evening star has yet appeared.. (Replace 'only' by 'none')
19. O that I were safe at home ! (Turn into assertive)
20. A live ass is stronger than a dead lion. (Change from comparative to positive)
21. Tne sun is too hot for us to go out. (Remove 'too')
22. Platinum is as heavy as gold. (Change to comparative degree)

23. It is said that the money has been stolen by Rama. (Turn into active voice)
24. Who would not love his country ? (Turn into assertive)
25. No sooner did the thief see the police than he took to his heels. (Turn into affirmative)
26. As soon as he came here they left. (Turn into negative)
27. No one saw a brighter day than this. (Turn into interrogative)
28. It was an evil day when I first met that man. (Turn into exclamatory)
29. We shall be blamed by our country men.. (Turn into active voice)
30. This is the most beautiful pearl I have ever seen. (Change from superlative to positive)
31. Very few countries are as hot as India. (To superlative)
32. Grapes cannot be gathered from thistles. (To active voice)
33. It was an evil day when I first met that man. (To exclamatory)
34. None could do better under the circumstances. (To interrogative)
35. As soon as the master entered the room everybody was silent. (To negative)
36. Tell him to leave the room at once. (To passive voice)
37. How sad was the sight of the deserted city ! (To assertive)
38. No sooner did he enter the compartment than the train started. (To affirmative)
39. Everybody believed in his honesty. (To negative)
40. Very few Indian rulers were as great as Ashoka. (To comparative degree)
41. Only a little child could talk like this. (To negative)
42. Who is here so rude as not to love his country ? (To assertive)
43. That was a very happy ending (To exclamatory)
44. Pandora was scolded by Epi for breaking promise (To active voice)
45. No city in India is as big as Calcutta. (To superlative degree)
46. Can a man live for ever ? (To negative)
47. He made the pupils do the work (To passive voice)
48. None but the brave deserve the fair. (To assertive)
49. Gold is the heaviest metal. (To positive)
50. The sun is too hot for us to go out. (Remove 'too')
51. Bad health is a more terrible enemy than poverty. (To positive degree)
52. He showed me the greatest respect. (To passive voice)
53. Shall I ever forget those happy days ? (To assertive)
54. London is the richest city in the world. (To negative)
55. Iron is the most useful of all metals. (To positive degree)
56. He ordered the police to pursue the thief (To passive voice)
57. Is this the kind of a dress to wear in school ? (To negative)
58. What a fall was there, my countrymen ! (To assertive)
59. No sooner did he see the tiger than he fled. (To affirmative)
60. If I could only gain the first prize ! (To assertive)
61. The beauties of nature are beyond description. (To interrogative)
62. Pass that bill today. (To passive voice)
63. Akbar was one of the greatest of kings. (To positive degree)
64. As soon as he saw the tiger, he fled. (To negative)
65. This church is the biggest in London. (To positive degree)
66. Who taught you grammar ? (To passive voice)
67. Oh that I were safe at home ! (To assertive)
68. It is never too late to mend. (Remove 'too')
69. The news is shocking. (To exclamatory)
70. Actions speak louder than words. (To positive degree)
71. The criminal must be jailed. (Use 'has to')
72. This pencil is too small to write with. (Remove 'too')
73. Man cannot go against destiny. (To interrogative)

EXERCISE

Make the following statements (a) negatives and (b) questions—

1. She can read English.

2. He sells books.
3. He swims well.
4. She loves her husband.
5. He must read now.
6. The police caught that thief.

EXERCISE

Change the Structures (forms) under **A** *into the Structures under* **B**, *as in the example—*

A	B
I had a happy time. The Raj Bhawan looks lovely. He is an intelligent boy. This novel is very interesting. It is a pity. She plays very well.	What a happy time I had !

EXERCISE

Change the Structures under **A** *into the Structures under* **B**, *as in the example—*

A	B
She is so poor that she can't buy books. He is so weak that he can't run. She is so tired that she can't work. The rope is so strong that I can't break it.	She is too poor to buy books.

EXERCISE

Change the Structures under **A** *into the Structures under* **B**, *as in the example—*

A	B
He sells fish. She returned yesterday. She plays tennis well. He will reach tomorrow. He has caught cold. She gave me a pen. He likes fish.	Does he sell fish ?

■ ■ ■

CHAPTER XX

PUNCTUATION

व्याकरण में Punctuation का महत्त्वपूर्ण स्थान होता है। इन चिह्नों की सहायता से वाक्यों को पढ़ने, बोलने और उनके अर्थ समझने में बड़ी सुविधा होती है। इसलिए Punctuation के इन चिह्नों को हम एक-एक कर लें और इनके प्रयोग पर विचार करें।

The Comma

Comma का प्रयोग वहाँ होता है जहाँ कम ठहरने की जरूरत पड़ती है। इन नियमों को देखें—

Rule I. एक ही Part of speech के बहुत-से शब्द (पर कम-से-कम तीन शब्द) जब and से जोड़े जाते हैं, तो उनके पहले Comma आता है। इन वाक्यों को देखें—

1. Anil, Sudhir and Bashir are good boys.
2. He is tall, fair and strong.
3. She works slowly, carefully and patiently.
4. He reads Hindi, English, Physics and Chemistry.

Note—And के बाद Comma का प्रयोग कभी भी नहीं होता, पर and के पहले Comma का प्रयोग हो भी सकता है और नहीं भी।

Rule II. Yes और No के बाद Comma का प्रयोग अवश्य होता है, जब इनके बाद कोई वाक्य आता है; जैसे—

1. Yes, I like this book.
2. No, I don't like that book.
3. Yes, I will go at once.
4. No, I will not go there.

Rule III. वाक्य के Apposition पद के पहले और बाद में Comma का प्रयोग होता है, अर्थात् Apposition पद को comma के बीच में रखा जाता है; जैसे—

I, Mohan, am a student.

इस वाक्य में Mohan एक Apposition पद है, जो I के अर्थ को स्पष्ट करने के लिए आया है। इसलिए इसे Comma के बीच में रखा गया है। एक-दो और वाक्य लें—

1. Ram, the son of Dashrath, killed Ravan.
2. He, the son of a rich man, is very happy.

Rule IV. जो Noun या Pronoun संबोधन कारक (vocative case) में रहता है, उसके बाद Comma आता है; जैसे—

1. Gentlemen, I appeal to you for help.
2. Sir, may I go out for a minute ?
3. You, come here at once.

Note—जब ऐसे Nouns या Pronouns वाक्य के अन्त में आते हैं तो Comma का

स्थान उनके पहले रहता है, बाद में नहीं; जैसे—

1. Get out, Shyam.
2. May I go out, Sir ?
3. Is that you, Mohan ?

एक और बात का ध्यान रखें। Nouns या Pronouns कभी-कभी वाक्य के बीच में रहते हैं। वैसी अवस्था में इनके पहले और बाद में भी Comma आता है, अर्थात् इन्हें Comma के बीच में रखा जाता है; जैसे—

1. I ask you, Mohan, to go at once.
2. Now, gentlemen, I come to the main point.

Rule V. वाक्य में Parenthesis के पहले और बाद में Comma अवश्य आता है, अर्थात् Parenthesis को Comma के बीच में रखा जाता है; जैसे—

1. He is, to speak the truth, a bad boy.
2. You will, I hope, agree with me.

Rule VI. कभी-कभी वाक्य के भीतर कोई phrase या Conjunction घुसा हुआ रहता है। वैसी अवस्था में इनको Comma के बीच में रखा जाता है; जैसे—

1. She did not, however, like the idea.
2. My father, therefore, decided not to help me.

Rule VII. वाक्य में Direct Narration रहने पर Comma का प्रयोग होता है; जैसे—

1. He said, "I will help you."
2. She told me, "I don't like you."
3. "Man," he said, "is a political animal."

Rule VIII. कुछ वाक्यों में verb का लोप हो जाता है। वैसी अवस्था में Subject के बाद एक Comma आता है; जैसे—

He is going today; she, tomorrow.

Rule IX. वाक्य में Adverbial phrase, Participle phrase या Absolute phrase के बाद Comma का प्रयोग होता है; जैसे—

1. At present, I am helpless.
2. At last, he decided to help me.
3. The sun having set, all went home.
4. Walking along the road, I saw a snake.

Rule X. वाक्य में Principal clause और Adverb clause के बीच Comma का प्रयोग होता है; जैसे—

1. He was absent, because he was ill.
2. I will help you, when you come next time.
3. I will go, if he comes back in time.

Note—(a) जब वाक्य में than या as well as के द्वारा तुलना की जाती है, तो Comma का प्रयोग नहीं होता; जैसे—

1. He did as well as she did.
2. He likes him better than me.

Note—(b) जब before या after से कोई clause आरम्भ होता है, तो Comma का प्रयोग नहीं होता; जैसे—

I will go before (after) she returns.

Rule XI. वाक्य में who, which, when या where का प्रयोग जब Continuative या non-defining अर्थ में (co-ordinate clause की तरह) होता है, तब इनके पहले Comma अवश्य आता है, पर जब इनका प्रयोग Restrictive या defining अर्थ में (अर्थात् Adjective clause की तरह) होता है, तब Comma का प्रयोग नहीं होता। इन वाक्यों को देखें—

1. My father, who came here, gave me a book.
2. He went to Patna, where he stayed for a week.
3. The time, when he will come, is not yet known.

Some Dôn'ts

(I)—Noun clause के पहले Comma का प्रयोग न करें। इन वाक्यों को देखें—

1. I told him that I would help him.
2. I do not know what he wants.
3. I do not know where he lives.

(II)—वाक्य में कभी-कभी verb के बाद that छिपा हुआ रहता है और उस verb के बाद Noun clause या Adjective clause आता है। वैसे वाक्यों में verb के बाद Comma का प्रयोग नहीं होता; जैसे—

1. I think he is right.
2. I hope you are well.
3. The food you eat is not pure.

(III)—आवेदनपत्र (application) में To के बाद Comma का प्रयोग नहीं होता, पर Sir और Yours faithfully के बाद Comma अवश्य आता है; जैसे—

To

The Headmaster,

....

Sir,

....

....

Yours faithfully,
Shailendra

Semi Colon

Comma से कुछ अधिक ठहराव के लिए Semi Colon का प्रयोग किया जाता है। इस सम्बन्ध में एक बात का ध्यान रखें। वाक्य में बहुत-से भाग रहते हैं; पर व्याकरण की दृष्टि से उनमें कोई सम्बन्ध नहीं रहता। वे एक-दूसरे पर निर्भर नहीं रहते। उनके बीच केवल विचार (notion) का सम्बन्ध रहता है, वाक्य की बनावट का नहीं।

Rule I. इसलिए व्याकरण की दृष्टि से ऐसे भाग अलग-अलग स्वतन्त्र वाक्य भी हो सकते

हैं। वाक्य के ऐसे ही भागों के बाद Semi Colon का प्रयोग होता है—

1. He is an honest person; even his enemies say so.
2. One can't expect it to be good; it is so cheap.

Rule II. Semi Colon का प्रयोग Co-ordinate clauses के बीच में होता है जब वे किसी Conjunction के द्वारा जुटे नहीं रहते और उन clauses के Subjects अलग-अलग होते हैं—

People could be counted by thousands; the playground was full of women and children; there were vendors and hawkers, too.

Rule III. Semi Colon का प्रयोग Co-ordinate clauses के बीच होता है जब वे किसी Conjunction के द्वारा जुटे रहते हैं और उन clauses के भिन्न-भिन्न भाग Comma के द्वारा अलग किये हुए रहते हैं—

The place, where the meeting was held, was full of men and women, all in their gala dresses; and every corner was occupied by hawkers who, in order to attract people, were crying up their goods.

Note—याद रखें कि एक ही Subject के लिए यदि वाक्य में बहुत-से verb आयें, तो verbs के बीच में Comma का प्रयोग होता है, Semi Colon का नहीं; जैसे—

He called, cried, shouted and wept but nobody came to his help.

The Colon

Rule I. Colon का प्रयोग किसी quotation के आरम्भ में होता है; जैसे—

He said : 'God is our father.'

Note—ऐसे वाक्यों में Colon के बदले अधिकतर Comma का ही प्रयोग किया जाता है।

Rule II. किसी सूची (list) या उदाहरण (example) को आरम्भ करने के लिए Colon का प्रयोग होता है; जैसे—

The following words are used both as nouns and as verbs :
love, look and labour.

Note—ऐसे वाक्यों में Colon के बाद dash का भी प्रयोग किया जाता है।

The full stop

Rule I. Full stop का प्रयोग वाक्य के अन्त में होता है; पर याद रहे कि Optative, Exclamatory और Interrogative Sentences के अन्त में Full stop का प्रयोग नहीं होता।

इन वाक्यों को देखें—

1. He is my friend.
2. Is he my friend ?
3. What a good man he is !
4. He is a good man.

Note—याद रखें कि Imperative Sentences के अन्त में Full Stop आता है, Note of Interrogation नहीं। आप ऐसे वाक्य मत लिखें—

Describe a railway journey ? Bring a book ?

इन वाक्यों के अन्त में Full stop का प्रयोग होना चाहिए।

Rule II. संक्षिप्त शब्दों (abbreviation) के बाद Full stop का प्रयोग होता है जैसे—

B. A., M. A., S. D. O., D. M.

Note—(a) आजकल Mr और Mrs के बाद Full stop का प्रयोग नहीं होता, क्योंकि अब ये पूरे शब्द की तरह प्रयोग किये जाते हैं; संक्षिप्त शब्द की तरह नहीं।

Note—(b) आप यह भी याद रखें कि 1st, 2nd, 3rd, 4th आदि के बाद Full stop का प्रयोग नहीं होता।

The Note of Exclamation

Rule I. Note of Exclamation का प्रयोग Optative तथा Exclamatory Sentences के बाद होता है; जैसे—

1. Alas ! Hurrah ! Nonsense !
2. What a fool he is ! 3. May you live long !

Note—Note of Exclamation का प्रयोग Salutation (अभिवादन) के लिए नहीं होता। वैसी हालत में Comma का प्रयोग होता है; जैसे—

Dear friend, Sir, Dear Sir,

इसलिए आप इस प्रकार मत लिखें—Dear friend ! Dear Sir !

The Note of Interrogation

Rule I. Note of Interrogation का प्रयोग Interrogative Sentences के बाद होता है; जैसे—

1. Where is he ? 2. What is he ? 3. Who is he ?

Note—(a) Indirect question के बाद Full stop का प्रयोग होता है, Note of Interrogation का नहीं; जैसे—

He asked me when I would return. I asked him how he was.

Note—(b) कुछ वाक्यों में who, how, when, where, what आदि के बाद Subject आता है और उसके बाद Verb. वैसे वाक्यों के अन्त में Full stop का प्रयोग होना चाहिए, Note of Interrogation का नहीं; जैसे—

1. Who he is. 2. Where he is. 3. How he is.

ऐसे वाक्यों में जब Subject के पहले verb आता है, तब अन्त में Note of Interrogation का प्रयोग होता है; जैसे—

1. Who is he ? 2. Where is he ? 3. How is he ?

Inverted Commas

Rule I. किसी quotation के आरम्भ और अन्त में Inverted Commas का प्रयोग होता है; जैसे—

He said, "The earth is round."

इससे यह स्पष्ट है कि Inverted Commas का प्रयोग Direct Narration में होता

है, Indirect में नहीं। इसलिए आप ऐसे वाक्य मत लिखें—

He said that, "he would help me."

Double and Single Inverted Commas

Rule I. Double Inverted commas ("....") का प्रयोग Direct Narration में होता है; पर Single Inverted Commas ('....') का प्रयोग किसी वाक्य के एक अंश या शब्द के लिए होता है; जैसे—

1. He said, "Man is mortal."
2. I do not know what is meant by 'democracy'.

Rule II. कभी-कभी वाक्य में quotation के भीतर quotation रहता है। वैसी अवस्था में प्रधान quotation के लिए Double Inverted Commas का प्रयोग होता है और भीतरी quotation के लिए Single Inverted Commas का; जैसे—

He said, "Do you know the origin of the word 'boycott' ?"

EXERCISES

1. I know they are talking nonsense alice thought to herself and it is foolish to cry about it so she brushed away her tears and went on as cheerfully as she could at any rate i'd better be getting out of the wood for really it is coming on very dark do you think it is going to rain. [Bihar H. S. 1960 (A)]

2. At length casting his eyes upon the bee and gathering causes from the events the spider said a plague split you is it you with a vengeance that have made this litter could not you look before you do not think i have nothing else to do but to mend and repair after you. [Bihar H. S. 1960 (S)]

3. What do you think sir of that head in the corner done in the manner of jicone there's the true keeping in it is my own face and though there happens to be no likeness a countess offered me one hundred for its fellow i refused her for hang it that would be mechanical you know. [Bihar H. S. 1961 (A)]

4. Step forward cried he since i have broken your pine-tree we'll try which is the better man at a wrestling match aha then I will soon satisfy you shouted the giant for if there was one thing on which he prided himself more than another it was his skill in wrestling villain i'll fling you where you can never pick yourself up again. [Bihar H. S. 1961 (S)]

5. In every way they tried to trap jeanne d' arc but she was unafraid if you kill me she cried I will say no other thing and if I were in the fire I would say no more and till death I will hold that what I have said is truth. [Bihar H. S. 1967 (A)]

6. You will think as some others did rahul that bapu and ba must have been quite comfortable as they were kept in a palace but this palace was only a palace in name it was a huge ugly building its rooms were dark and even when it was day you had to light a lamp to see there was a big garden around it but with no lovely flowers only dried up bushes it was full of mosquitoes too so it is no wonder poor ba felt as though she were being suffocated all the time. [B. S. S. Board, 1962 (A)]

7. all through the night my mind was full of the strange idea of my friend soon after i fell asleep i had a dream it seemed to me that the shilling that lay upon the table raised itself upon its edge it turned its face towards me.

□□□

IDIOMS AND PHRASES

TEST YOURSELF

Q. I. *Match A with B, so as to make meaningful sentences* :

A	*B*
He was beaten	in black and white
She protested	black and blue
He passed because he worked	by fits and starts
He failed because he worked	heart and soul
It was raining	tooth and nail
They were fighting	cats and dogs
He got over	the examination
She got through	her difficulty
My attention	was called in
A doctor	was called off

Q. II. *Fill in the blanks with suitable words* :

1. She was shedding...tears.
2. He had to face the...for negligence of duties.
3. Life is not a bed of....
4. Her son is the...of her eye.
5. He is a...gun.
6. It is a nine days'....
7. He proved to be a ..in the grass.
8. Even big leaders accept...money today.
9. A fifth ..betrays his country.
10. He was paid back in the same....
11. Some newspapers indulge in yellow....
12. She is a woman of...virtue.
13. He lives under...government.
14. The Prime Minister of Russia was given a red..
15. The Parliament was adjourned sine....

CHAPTER XXI

IDIOMS AND PHRASES

I. COMMON MISCELLANEOUS PHRASES

(A)

I do not know even the *a b c* (साधारण ज्ञान) of science.

Old men cannot enjoy *animal spirits* (स्वस्थ युवावस्था की प्रफुल्लता).

Kashmir is an *apple of discord* (कलह की वस्तु) between India and Pakistan.

Everything in this office is in *apple-pie* order (बिलकुल ठीक हालत में).

My son is the *apple of my eye* (प्यारा, दुलारा).

The Argus-eyed (ईर्ष्यापूर्ण, पैनी दृष्टि वाला) lover watched his rival.

Many politicians have always their own *axe to grind* (स्वार्थ सिद्ध करना),

(B)

If every woman turns a *blue stocking*, every home will become a club (a woman affecting literary tastes).

He won through *back-stairs influence* (अनुचित रूप से).

There is *bad blood* (शत्रुता) between Russia and America.

Our reading-room is often turned into a *bear garden* (हल्ला और झगड़े का स्थान).

Life is not a *bed of roses* (आनन्दप्रद वस्तु).

Nehru was a *big gun* (महत्त्वपूर्ण व्यक्ति) in world politics.

I took a *bird's-eye view* (सरसरी नजर) of the whole place.

Birds of a feather (एक तरह के लोग) flock together.

There is *black sheep* (नीच व्यक्ति) in every society.

The Nobel Prize is *a blue ribbon* (सर्वोच्च सम्मान) for a scholar.

Don't be proud of *blue blood* (उच्च कुल).

This piece of land is a *bone of contention* (द्वेष एवं झगड़े की वस्तु) between the two families.

Jagdish is my *bosom friend* (सच्चा एवं विश्वासी मित्र).

My *brown study* (अर्द्ध-जाग्रत अवस्था का स्वप्न) was rudely shaken.

All the measures to remove corruption have ended in a *blind alley* (जहाँ से निकलने की गुंजाइश न हो).

(C)

Capital punishment (मृत्यु-दण्ड) is rare now.
Patel was a man of *cast iron will* (दृढ़—जो मुड़ न सके).
The issue was decided by *a casting vote* (निर्णायक मत).
Do not always build *castles in the air* (हवाई किला, ख्याली पोलाव).
A soldier must not be *chicken-hearted* (कायर).
A *close fisted* (कृपण) man is not happy.
There was a *close vote* (पक्ष और विपक्ष में लगभग बराबर वोट) in my constituency.
There was a *cold blooded* (अकारण एवं निर्दयतापूर्ण) *murder* of the child.
There is a *cold war* (अमैत्रीपूर्ण सम्बन्ध) between Russia and America.
That Shri Subhas Chandra Bose is yet alive is a *cock and bull story* (मूर्खतापूर्ण, अविश्वसनीय बात).
She shed *crocodile tears* (दिखावटी आँसू) over the death of her step-son.
His case could not stand *cross-examination* (जिरह) in the court.
All protests against casteism are *a cry in the wilderness* (अरण्यरोदन, व्यर्थ वस्तु).
A *curtain lecture* (शयनागार में पत्नी की डाँट-डपट) is the worst thing for a husband.

(D & E)

I am tired of my neighbour's *dog-in the-manger policy* (जिस सिद्धान्त से न अपना लाभ हो और न दूसरे का).
A graduate is a *drag in the market* (जिस वस्तु की माँग न हो) in our country.
Wine gives you *Dutch courage* (नशे का जोश) which goes down soon.
She is a woman of *easy virtue* (नैतिकताहीन).

(F)

A candidate gets credit for a *fair hand* (साफ लिखावट).
He is in *fine (high) feather* on his birthday (प्रसन्न, प्रफुल्लित मुद्रा).
The *fair* sex (नारी) is tender by nature.
A *fair-weather friend* (सुख का साथी) leaves us in trouble.
One has to pay a *fancy price* (मनमाना दाम) in the black market.
My woollen suit has *fast colour* (पक्का रंग).
No religion encourages *fast living/fast life* (भोग-विलास का जीवन).
In the company of old men I feel like a *fish out of water* (कष्टप्रद या प्रतिकूल अवस्था में होना).
The liberation of Bangla Desh is a feather in India's cap (गौरवपूर्ण काम).
Flesh and blood (मानव-स्वभाव, मनुष्य-जाति) can bear it no longer.

If you hope to pass, you are in a *fool's paradise* (झूठी आशा में).
One likes to enjoy *forty winks* (दिन में थोड़ी नींद) in summer.
The coughing of this old man at the music conference was a *fly in the ointment* (दूध में मक्खी जो मजा किरकिरा कर दे).
A *fifth-columnist* betrays his country in the hours of crisis (पंचमांगी).
He is a *free-lance* (स्वतन्त्र) politician.
The student was fined for taking *French leave* (बिना आज्ञा या सूचना की अनुपस्थिति).
At the time of my brother's appointment I found in Ram a *friend at court* (समय पर सहायता करने वाला).

(G)

Holi is a *gala day* (आनन्द-उत्सव का दिन) for the Hindus.
Mere *gift of the gab* (चतुराईपूर्वक धारा-प्रवाह बोलने की शक्ति) is not enough.
This boy does nothing. He is just a *gentleman at large* (जिसे ऐश-आराम के लिए काफी धन और समय हो).
You can be happy only when follow the *golden mean* (मध्यम मार्ग).
Both hard labour and capital are needed to keep it a *going concern* (चालू कारवार).
He proved a *good Samaritan* (दयालु व्यक्ति) to me in my need.
All the actors dressed themselves in the *green room* (जिस कमरे में नाटक के पात्र तैयारी करते हैं).

(H)

In the accident he had a *hair-breadth escape* (बाल-बाल बचना).
A *hen-pecked husband* (पत्नी की झिड़की सुनने और सहने वाला) cannot help his brother.
Even big leaders of our country accept *hush money* (घूस) today.

(I)

The riot was suppressed with an *iron hand* (कड़ाई से).
Hitler was a man of *iron will* (दृढ़ निश्चय).

(J)

If you are a *jack of all trades* (जो आदमी किसी भी काम में निपुण न हो, पर सभी में हाथ डाले) you are master of none.
You should not employ a *jail bird* (नामी अपराधी जो बराबर जेल ही में रहे) to guard your house.
Don't look at this problem with *jaundiced eye* (द्वेष के साथ, पक्षपात की दृष्टि से).

(L)

The commander's *laconic speech* (अलंकार-रहित छोटा भाषण) was effective.

His foolish argument made him the *laughing stock* (मजाक की चीज) of all.

To call Mahatma Gandhi the greatest leader of the Hindus is to pay him a *left-handed compliment* (प्रशंसा के रूप में शिकायत).

Every teacher must have a bit of *learned leisure* (विद्योपार्जन का अवकाश).

Even today capital gets *lion's share* (अनुचित रूप से बहुत बड़ा हिस्सा) in production.

That woman *in labour* (प्रसव-पीड़ा में) was carried to a nursing home.

Labour pain = प्रसव-पीड़ा।

The police couldn't detect the *light-fingered person* (छोटी-छोटी चोरी में चुस्त-चालाक आदमी) who took away my pen.

A student must be a *light sleeper* (श्वान-निद्रा वाला).

The *long and short* (सारांश) of what I mean to say is that you must be honest.

The silken *long clothes* are lovely (बच्चे की पोशाक).

(M)

Mrs Smith's *maiden name* was Miss Jones (विवाह के पहले का नाम).

The M.P.'s *maiden speech* (जीवन में प्रथम सार्वजनिक भाषण) was not impressive.

Dr Jha was a *man of letters* (विद्वान्, साहित्यिक).

Pandit Nehru was a *man of parts* (असाधारण गुण वाला मनुष्य).

One must be a *man of spirit* (साहसी मनुष्य).

What help can you expect from a *man of straw* (अविश्वसनीय, तुच्छ)?

Modern English poetry is not meant for *the man in the street* (साधारण आदमी).

His discovery of a gold mountain proved to be a *mare's nest* (झूठा आविष्कार).

This bill is still a *moot point* (बहस की बात, बिना निर्णय किया हुआ विषय).

Birbal is well known for his *mother wit* (स्वाभाविक चतुराई).

(N)

He reached in the *nick of time* (ऐन मौके पर) and saved the boy.

Hitler's conquest was a *nine days' wonder* (जो कुछ समय तक हलचल पैदा कर समाप्त हो जाय).

I am not close to the C.M., I have just a *nodding acquaintance* (बहुत कम जान-पहचान) with him.

(O)

An *oily tongue* (मीठी, खुशामदी जबान) is a master-key to worldly success.

A reader must have an *open mind* (खुला मस्तिष्क) about a poem before he has read it.

Zamindari abolition is no longer *an open question* (अनिश्चित, बिना फैसला किया हुआ विषय).

It is an *open secret* (जो गुप्त बात सबको मालूम हो) that casteism is a key to promotion in Bihar.

The situation is *out of hand* (वश के बाहर).

(P)

Shakespeare wrote his plays during the *palmy days* (सुख-समृद्धि का समय) of Elizabeth's reign.

Several inventions have proved to be a *Pandora's box* (वरदान के रूप में अभिशाप) for mankind.

This work seems to be a *Penelope's web* (जिस काम का अन्त न हो).

There are people who have to live under *petticoat government* (घर में पत्नी का शासन).

Every nurse gets *pin money* (वस्त्रादि के लिए भत्ता).

The refugees did not find it all *plain sailing* (आसानी से बढ़ना) when they settled down in new places.

He refused *point blank* (स्पष्ट रूप से) to help me.

You should take up the issue only after you have weighed the *pros and cons* (पक्ष औरं विपक्ष में तर्क) connected with it.

(Q)

He is a *queer fish* (झक्की आदमी, सनकी) and so cannot pull on with anybody.

Our mud-built Assembly Hall was surely a *quixotic project* (मूर्खता-पूर्ण, हास्यास्पद योजना).

(R)

The Prime Minister of Russia was given a *red carpet welcome* (शाही, शानदार स्वागत).

One must lay by something against the *rainy day* (दुर्दिन).

Raw spirits (नशीली शराब) made him almost mad.

There is no *ready money* (नकद रुपया) with me now.

The 15th of August is a *red-letter day* (सौभाग्यपूर्ण, महत्त्वपूर्ण दिवस) in India.

Grammar to some people is like a *red rag to a bull* (डराने/भड़काने वाली वस्तु).

Inefficient officer practise *red-tapism* (दफ्तर का तौर-तरीका).

Most of our cinema films are meant for the *riff-raff* (छोटे लोग), not for the people of taste.

During the last world war Russia and England were tied together with a *rope of sand* (आसानी से टूटने वाला बन्धन).
Every work can't be done by the *rule of thumb* (विवेकहीन व्यावहारिक अनुभव).
I cannot depend upon him, because he is a *broken reed* (अविश्वसनीय आदमी).
All the schools and colleges should be taken over by the government for the welfare of *the rank and file* (साधारण जनता).

(S)

The black-marketeer got off *scot free* (बिना सजा/जुर्माना के मुक्त).
Men like Mahatma Gandhi are the *salt of the earth* (उत्तम कोटि के लोग).
When one has to choose between friend and country, one is between *Scylla and Charybdis* (उभय संकट).
There is a *screw loose* (मानसिक दोष) in him.
Religion is the *sheet-anchor* (प्रधान सहारा) of life.
There is no *short cut* (सीधा और छोटा रास्ता) to real progress.
That college was closed *sine die* (अनिश्चित काल तक) on account of disturbances.
When the ship sank people escaped with the *skin of their teeth* (प्राण बचा कर पर सब कुछ गँवा कर).
The business is going down because of my *sleeping partner* (निष्क्रिय साझेदार).
This work cannot be done quickly by a *slow coach* (सुस्त और बेवक़ूफ आदमी) like my servant.
Even a *small fry* (तुच्छ लोग) like me can do some service to the country.
When he failed to get wealth and fame he now calls them *sour grapes* (खट्टे अंगूर कौन खाये).
A *snake in the grass* (छिपा हुआ शत्रु) is more dangerous than an open enemy.
You must use *soft sawder* (खुशामद) to win his favours.
Power and prestige are *sour grapes* (खट्टे अंगूर) to disappointed leaders.
Mango is a *stone fruit* (कड़ा बीज वाला).
My friend's house is not more than a *stone's throw* (समीप) from mine.
Let us help these *street Arabs* (अनाथ बच्चे).
The 'Death Of the Moth' is the *swan song* (मृत्यु के ठीक पहले की रचना या कथन) of Virginia Woolf.
The threat of famine on the eve of Holi hangs like the *sword of Damocles* over our heads (खुशी के बीच खतरा).

(T)

One must work, for mere *tall talk* (घमण्डभरी लम्बी-चौड़ी बात) won't do.
Most of the villagers do not know even the *three R's* (पढ़ना-लिखना).

(U)

Most of the candidates were quite *up to the mark* (उचित योग्यता के अनुरूप).
There is no room for the *upper ten* (उच्च वर्ग के रईस) in a socialistic pattern of society.
The *ups and downs* (सुख-दु:ख, परिवर्तन) of life make you wiser.
The idea of world brotherhood is a *utopian scheme* (काल्पनिक आदर्शवादी योजना जो पूरी न हो सके).

(W)

Most of his arguments were *wide of the mark* (निशाने/बिन्दु से दूर).
When the ship sank, several men met a *watery grave* (जलसमाधि, डूबने से मृत्यु होना).
The old man's presence threw a *wet blanket* (जोश एवं खुशी को कम करने वाला आदमी या वस्तु) on his children's mirth.
A motor car is a *white elephant* for a teacher (जिस सम्पत्ति से लाभ के बदले हानि हो).
India needs field-workers, and not only *white-collar people* (आफिस में बैठकर काम करने वाला).
The unscientific Gogra Project is a *wild goose chase* (मूर्खतापूर्ण साहसिक कार्य).
Wool gathering = अन्यमनस्कता (absent mindedness).
Witch hunt = विरोधियों की खोज कर उन्हें सताना).

(Y)

Yellow journalism = something cheap and sensational in newspapers to attract readers.
Yeoman's service = help in times of need.

II. IDIOMS WITH VERBS

[A] IDIOMS WITH VERBS 'To Be'

He has *been after* (खोज में रहना) an employment but in vain.
I should *be up to* (समान होना) the tricks of my enemy.
A farmer must *be up and doing* (क्रियाशील होना) in rainy season.
Indian farmers *are* not *well off* (धनी, खुशहाल).
Nehru *was born with a silver spoon in his mouth* (धनी परिवार में जन्म लेना या होना).
If you *are born under a lucky star* (शुभ नक्षत्र में जन्म लेना), you rise by leaps and bounds.
I *am sick of* (तंग आ जाना) his misconduct.
To a hungry beggar every slice of bread *is worth its weight in gold* (बहुत कीमती होना).

All his hard labour *was of no avail* (बेकार होना).
I *am ill at ease* (अशान्त होना) with drunkards.
The thief *was caught red-handed* (सेंध पर पकड़ा जाना).
I *was all ears to* (ध्यान से सुनना) his speech.
She *is a capital hand* (निपुण होना) at cooking.
Stalin *was a host in himself* (महान् शक्तिशाली होना).
His wild talks show that he *is off his head* (मानसिक संतुलन नष्ट होना).
I have a servant *at my beck and call* (इशारे पर नाचना).
Communists and capitalists *are at daggers-drawn* (गहरी शत्रुता होना).
Ramanujan was quite *at home in* (निपुण होना) mathematics.
Thieves *are at large* (निरंकुश, स्वतन्त्र होना) at night.
I *am at a loss* (घबड़ा जाना) to decide what to do.
I *am not at one* (एक राय का होना) with you.
The boy *is* quite *at sea* (सम्भ्रान्त होना) in general knowledge.
Books are lying *at sixes and sevens* (तितर-बितर होना).
When he failed, he *was at his wit's end* (किंकर्त्तव्यविमूढ़ होना).
Who *is in the chair* (सभापति होना) at this meeting ?
When monsoon fails, farmers look as though they *were in the doldrums* (उदासीन एवं उत्साहहीन होना).
The boy *was in a fix* (संकट और घबड़ाहट में पड़ जाना) when his pen broke in the examination hall.
His action *is in keeping with* (समान होना) his speech.
A good boy *is in the good books* (कृपाभाजन होना) of his teacher.
If you *are in your teens* (तेरह से उन्नीस वर्ष के बीच की अवस्था का होना), you can't get a responsible job.
Vinobaji *is in the van* (आगे रहना) of thinkers.
In the event of a world war America will find that she *is in the wrong box* (प्रतिकूल या बुरी दिशा में पड़ना).
The Indian army *is on the alert* (सजग होना).
Capitalism *is on the wane* (धीरे-धीरे घटना) now.
He *is out of temper* (क्रुद्ध होना) even at trifles.
Colonialism *is on its last legs* (अन्तिम घड़ी में होना).
He was absent, because he *was out of sorts* (थोड़ा अस्वस्थ होना) today.
To fight in a church *is out of place* (असंगत होना).
She has been *out of her mind* (पागल होना) since her husband died.
I do not care if you go against me, because your opposition *is neither here nor there* (महत्त्वहीन होना).
An upstart is *full of himself* (घमण्डी होना).

[B] IDIOMS WITH OTHER VERBS

(A)

My lawyer *acts for* (बदले में काम करना) me.

I *act from* (भाव-प्रेरित होकर) a sense of duty.
Heat *acts on* (असर डालना) metals.
You should *act up to* (अनुसार काम करना) my advice.
You must *attend to* (ध्यान देना, सेवा करना) your work.

(B)

He helped me in the beginning but *backed out* (खिसक जाना, पीछे हट जाना) at last.
You must *back up* (मदद करना) your friend.
My evidence will *bear out* (समर्थन करना) the charge.
Come to the point instead of *beating about the bush* (इधर-उधर की बातें करना).
Our enemy had to *bite the dust* (बहुत ही अपमानित होना) in the last war.
Blow out (फूँक कर बुझाना) the candle.
He always *blows his own trumpet* (अपना राग अलापना) and never cares for others.
The farmer *is breaking ground* (जोतना, काम शुरू करना).
When all were silent, I *broke the ice* (मौन भंग करना).
I *broke the news* (दुःखद समाचार कहना) to him about his father's death.
I saw the thief but he *broke away* (भाग जाना).
Sending armed forces to control these children is like *breaking a fly on the wheel* (छोटे काम के लिए बड़ी शक्ति का प्रयोग करना).
He *breaks in* (ट्रेनिंग देना) his horse every morning.
A thief *broke into* (अचानक बरजोरी घुसना) my house.
The lover's engagement is *broken off* (खत्म होना).
Pox has *broken out* (अचानक फैलना) in the town.
The college *broke up* (समाप्त या बन्द होना) for holidays.
Gandhiji *brought about* (किसी चीज के होने का कारण बनना) a great change in our country.
High prices have been *brought down* (नीचे ले आना या नीचा दिखाना).
Trees *bring forth* (जन्म देना) new leaves in spring.
The thief was *brought to book* (सजा देना).
This inquiry *brought out* (प्रकाश में लाना) hidden things.
I was *brought up* (लालन-पालन होना या किया जाना) by my mother.
Don't *brood over* (चिन्तामग्न होना) the past.
India and Pakistan are now trying to *bury the hatchet* (पुरानी दुश्मनी समाप्त करना).

(C)

My friend *called at* (किसी के घर पर भेंट करना) my house.
Call in (बुला भेजना) a doctor at once.
He was bold enough to *call a spade a spade* (साफ-साफ कहना, खरी-खोटी सुनाना).

The cry *called off* (ध्यान खींचना) my attention.
I *called on* (भेंट करना) my friend this morning.
A drowning man *calls out* (चिल्लाना) for help.
I cannot *call up* (याद करना) that old incident.
The teacher *called over* (नाम पुकारना) the roll numbers.
It is useless to *carry on* (आगे बढ़ाना) this business.
He *carried out* (आदेशानुसार काम करना) my wishes.
I *carried my point* (बहस में हराना) in the debate.
Our college team *carried the day* (जीतना) in the match.
The S. P. *carried matters with a high hand* (कठोरता से पेश आना).
My book *cast* all the others *into the shade* (फीका कर देना).
Don't *cast a slur upon* (कलंक लगाना) your great family.
When I *caught his eye* (ध्यान खींचना), I called him.
A drowning man will *catch at a straw* (संकट में तिनके का सहारा लेना).
America has *caught a Tartar* (बड़े शत्रु से पाला पड़ना) in Russia.
He faced the disaster that *came upon* (एकाएक आना) him.
The secret has now *come to light* (मालूम होना).
How did the accident *come to pass* (होना).
His result *came (fell) short of* (आशा से कम होना) my expectation.
At the M. A. Examination my brother *came off with flying colours* (सफलता पाना).
I *count upon* (विश्वासपूर्वक निर्भर होना) my friend's vote.
A merchant *cries up* (बड़ाई करना) his own goods but *cries down* (छोटा समझना) those of others.
She *cut a sorry figure* (बुरा हाल होना, अच्छा न करना) on the stage.
Cut short (संक्षिप्त करना) your speech.
His misbehaviour *cut me to the quick* (मार्मिक चोट पहुँचाना).
India alone can *cut the Gordian knot of* (पेचीली समस्या को असाधारण रूप से सुलझाना) world peace.
His speech *cut no ice* (प्रभाव पैदा न कर सकना).

(D)

This merchant *deals in* (व्यापार करना) rice.
You should *deal well by* (बरताव करना) your servant.
Please *deal out* (बाँटना) the cards.
I have *nothing to do* (कोई नाता नहीं रखना) with politics.
Do the story *into* verse (अनुवाद करके रूप बदलना).
I am *done up* (थकना) under the pressure of work.
What does your argument *drive at* (लक्ष्य करना) ?
The enemy was *driven out* (भगा दिया जाना, निकाल दिया जाना).
The speaker *dwelt on* (विस्तारपूर्वक बोलना या सोचना) the subject well.
He *dwells in* (रहना—reside) a dirty house.

(E)

Lady Macbeth *egged* Macbeth *on* (उकसाना) to murder.

(F)

That officer had to *face the music* (डाँट सुनना) for his negligence.
Why do you *fight shy* (नजर बचाना) of your teacher ?
Is it proper to *fall foul of* (विरोध होना) one's master ?
Boys were asked to *fall in* (एक कतार में खड़ा होना).
Sometimes even fast friends *fall out* (झगड़ा करना).
Old laws are *falling into abeyance* (व्यवहार में न रहना).
He *fell a prey* (शिकार होना—victim) to cholera.
My resolution *fell to the ground* (व्यर्थ होना) for want of support.
You must have something to *fall back upon* (सहारा लेना) in old age.
All my appeals *fell flat* (असर न होना) on the mob.
His performance *fell short of* my expectation (कम होना).
I had to *foot the bill* of the party (खर्च का भार ढोना).
Smugglers tried to *fish in troubled waters during* the war (संकट-कालीन स्थिति से लाभ उठाना).

(G)

I *got ahead* (आगे बढ़ जाना) of others in the race.
It is through inquiry that we *get at* (पहुँचना) the truth.
I have *got back* (वापस पाना) the book from him.
While passengers were *getting down* (उतरना) and *getting in* (चढ़ना) the train, I lost my bag.
I *got over* (विजय पाना) the difficulty at last.
The boy was asked to *get out* (बाहर निकलना).
My son *got through* the examination (सफल होना, पूरा करना).
Don't *get drunk* (शराब पी कर बेहोश हो जाना) on duty.
One must *get rid of* (बुरी चीज से छुटकारा पाना) bad habits.
He *got into hot water* (संकट में पड़ना) for committing a theft.
If you quarrel with your boss, you will *get into a scrape* (भद्दी स्थिति में पड़ना) and then it is not easy to *get out of the scrape* (भद्दी या बुरी स्थिति से निकलना).
We *got wind of* (अफवाह सुनना) the proposed taxation before hand.
Seeta was *given away* (पूर्ण रूप से दे दिया जाना) to Ram in marriage.
In the end the enemy *gave in* (झुकना).
A flower *gives out* (बाहर निकालना) its perfume.
He *gave over* (सुपुर्द करना) charge to the new officer.
One must *give up* (पूर्ण रूप से छोड़ना) bad habits.
A student should *give himself to* (अपने को लगाना) studies.
When the boy came late again, I *gave him a bit of my mind* (डाँटना).
Don't *give the cold shoulder* (उदासीन भाव से बरताव करना) to your friend.

The house *gave way* (गिर जाना) during rains.
We should *give a wide berth to* (दूर रहना) bad company.
Please *give ear* (ध्यान देना) to my prayer.
Don't *give currency* (ज्ञात करना) to baseless rumours.
A poet *gives vent to* (व्यक्त करना) his own feelings.
My dog *went after* (पीछा करना) the thief.
I have *given the go-by* (छोड़ना) to silly customs.
If I *go on* (जारी रखना) with my work, I will do it.
America and Russia cannot *go hand in hand* (मेल से एक साथ रहना).
Russia's recent attitude will *go a long way* (बहुत हद तक जाना) in easing the world situation.
Let us *go to law* (कानून की मदद लेना) to decide the case.
Law can't *go out of the way* (नियमित मार्ग से हटना) to help us.
We cannot say that those who try to reach the moon *go on a fool's errand* (मूर्खतापूर्ण काम में लगना).
I am prepared to *go through fire and water* (सभी संकटों एवं बाधाओं का सामना करना) to help my friend.

(H)

He always *hankers after* (for) (तीव्र इच्छा/आकांक्षा होना) money.
I can't take up your work, because I *have my hands full* (बहुत कामों में लगा रहना).
If a businessman *has clean hands* (ईमानदार रहना), he will prosper.
I *have a hand* (*voice*) *in* (काम में हाथ होना) the construction of the college-building.
I *have* English Grammar *at my finger's ends* (पूर्ण रूप से वश में रखना).
This rule *holds good* even today (जारी रहना).
One *has a short memory* (स्मरणशक्ति दुर्बल होना) in old age.
The boy *had not the face* (*cheek*) (दुस्साहस होना) to argue with the principal.
Some of the printing presses *have too many irons in the fire* (इतने अधिक काम में लग जाना कि कुछ काम खराब या अधूरा रह जाय).
The talkative boy was asked to *hold his tongue* (चुप रहना).
A great man is humble; he does not *hold his head high* (घमण्ड से सिर ऊँचा करना).
I *hold it true* (सत्य मानना) that duty is rewarded.
Hold true=to continue to be true.
The advancing army was *held back* (पीछे हटा दिया जाना).
The spirited horse was *held in* (रोक कर रखा जाना).
The judgment in this case is *held over* (स्थगित रखा जाना).

(K)

He went to the picture just to *kill time* (समय काटना/बरबाद करना).

Keep in with (मेल में रहना) your neighbour.
There is a danger here. *Keep out* (दूर रहना).
Keep off (अलग रहना) bad company.
She *kept on* (जारी रखना) singing.
Military plans are *kept dark* (छिपा कर रखा जाना).
Flatterers should be *kept at arm's length* (दूर रखा जाना).
You must live economically to *keep your head above water* (कर्ज या कष्ट से अलग रहना).
If you *keep good hours* (सवेरे घर लौटना या सोना) it will keep you fit, but if you *keep bad hours* or *late hours* (देर से घर लौटना या सोना) you will fall ill.
Many labourers do not get as much as would *keep their body and soul together* (जिन्दा रहना).
Our farmers work hard to *keep the wolf from the door* (गरीबी या भुखमरी से बचना).

(L)

Our simple villagers are easily *led by the nose* (नाक पकड़ कर घुमाना) by clever leaders.
He *looked blank* (चकित होना, घबड़ाना) when he was informed of his failure.
I *laughed in my sleeve* (मन-ही-मन हँसना) at his funny dress.
Even lovely places are *laid waste* (बरबाद होना या किया जाना) in war.
I have to *labour under handicaps* (प्रतिकूल परिस्थिति में काम करना).
The dog was *let lose* (खुला छोड़ देना).
The enemy's plan was *laid bare* (भेद खोल दिया जाना).
A tiger *lies in wait* (छिप कर रहना) for its prey.
A hunter *lays* (sets) *a trap* (जाल बिछाना) for wild beasts.
One must *lay up for the rainy day* (संकट के लिए प्रवन्ध करना).
The drunken husband returned late and said, "*Let me in*". (भीतर आने देना).
The thief was caught but *let off* (छोड़ दिया जाना).
The son *lived up to the expectation* (आशानुसार) of his father.
Animals *live on* (खा कर जीना) grass.
He is *looking into* (जाँच करना) the case.
A mother *looks after* (देखभाल करना) her children.
One should not *look down* upon (घृणा से देखना) the poor.
You must *look sharp* (जल्दी करना) about it.

(M, N)

I fail to *make out* (समझना) what you say.
The enemy was asked to *make up* (पूरा करना) the loss.

You should *make up* your mind (तय करना) soon.
The rival parties *made peace* (समझौता करना) at last.
Please *make room* (जगह देना) for me in the bus.
I excused the student when he *made a clean breast of* (साफ-साफ कहना) the whole matter.
A teacher works hard to *make both ends meet* (जीवन की आवश्यकताओं को पूरा करना).
Though young, Netaji *made his mark* (बड़ा काम या नाम करना) in politics.
Modern essayists *make a mountain out of a mole-hill* (तुच्छ वस्तु को महत्त्व देना, तिल का ताड़ बनाना).
(*"To make much ado about nothing"* also has a similar meaning.)
He writes in such a confused way that I can *make neither head nor tail* (कुछ भी समझ में न आना) of it.
Don't *make little (light) of* (तुच्छ समझना) others.
Don't *make much of* (बड़ा समझना) yourself.
You caused me a heavy loss, and you should, therefore, *make it good* (क्षति पूरी करना).
Let us *make the best (most) of* (अधिक से अधिक उपयोग करना) what we have.
Life is very sad but one must *make the best of a bad bargain* (बुरी चीज से भी लाभ उठाना).
The time for work has come and so we should *make hay while the sun shines* (अवसर से लाभ उठाना).
When my friend called at my house, I requested him *to make himself at home* (घर में होने की तरह रहना, आराम से रहना).
He *met with* (भिड़न्त होना, अचानक मिलना) an accident.
The ring-leader was caught and so the plot was *nipped in the bud* (आरम्भ में ही नष्ट कर दिया जाना).

(P)

I *pin* my *faith/hope* (दृढ़ आशा) on my trusted friend.
He abused me and I *paid him back in the same (his own) coin* (जैसे को तैसा मिलना, ठीक वैसा ही व्यवहार करना जैसा पाना).
There are men who instead of doing useful work *pick holes in others (other's coat)* (दोष देखना).
When there was an exchange of hot words and blows, my advice *poured oil on the troubled waters* (क्रोध और अशांति को शान्त करना).
Even college students very often *play truant* (काम पर या क्लास में जाने के बदले इधर-उधर भटकना)
Congressmen *played second fiddle* (अधीन रहकर काम् में गौण या अप्रधान भाग लेना) to Nehru.

One should just *play the game* (नियम का पालन करना) and not care for success.

A real friend never *plays one false* (धोखा देना).

The Britishers *played a double game* (दोहरी चाल चलना, धोखा देना) in our country and created a rift between the Hindus and the Muslims.

On account of her obstinate nature she has now to *plough a lonely furrow* (अकेले रहना या काम करना).

Don't *put off* (स्थगित करना) till tomorrow what you can do to-day.

You should *put off* (छोड़ देना) these tattered clothes.

The meeting was *put off* (स्थगित करना).

We *put on* woollen clothes in winter (धारण करना).

Put out the fire/light [शरीर के अंगों या अन्य साधनों की मदद से बुझाना। यन्त्र आदि साधन (mechanical aid) की मदद से बुझाने के लिए switch off का प्रयोग होता है].

Most of us *put up* (रहना) in bad houses and have to *put up with* (सहन करना) the worst nuisance.

The enemy was *put to the sword* (कत्ल कर दिया जाना).

Your friend is *put to (on) trial* (परीक्षित होना) in your need.

I should not *put in my ear* (दखल देना) in your affairs.

He must *put the screw on* (रोकना) his extravagant son.

It is *putting the cart before the horse* (उलटा काम करना) if you qualify yourself after appointment.

Let India *put her shoulder to the wheel* (दूसरे से नहीं माँगकर स्वयं परिश्रम करना) to implement her plans.

Please *put down* (लिखना) what you have to say.

He has *put a spoke in my wheel* (बाधा डालना).

At the very start of his career he *put his foot in it* (भारी गलती करना).

(R)

Do not *run after* (पीछा करना, खोज में रहना) money.

The deer was *run down*. My health has *run down* (थका कर गिराना या थककर गिरना).

If you don't spend well, you may *run into debt* (कर्ज या खतरे में पड़ना).

My money has *run short* (खत्म हो जाना).

That elephant *ran amuck* and killed two persons (पागल, उन्मत्त हो जाना).

(S)

I will *see to* it (ध्यान देना).

I very well *see through* his motive (चाल समझना).

All the prisoners were *set free* (मुक्त करना, छोड़ देना).

Set about (शुरू करना) your work without delay.

My objections were *set aside* (ठुकराया जाना).

Rainy season has *set in* (शुरू होना).

I want to *set off* (प्रस्थान करना) for home to-day.
The one was *set on* (उकसाया जाना) the other to fight.
I can work hard bul lack the capacity to *set the Thames on fire* (असाधारण कार्य करना).
You should *set your face against* (दृढ़ता से रोकना) temptations.
Let us try to *set our own house in order* (घर सँभालना).
There was a rift when leaders *set people by the ears* (घृणा का भाव पैदा करना, उसकाकर झगड़ा करना).
That soldier was punished for *showing the white feathers* (कायरता दिखाना).
Some critics *split hairs* (बाल की खाल खींचना).
This house *stands in need of* (जरूरत होना) repair.
During the last flood my boat *stood me in good stead* (संकट में या समय पर काम आना).
The German soldiers could not *stand their ground* (अपने स्थान पर दृढ़ रहना) against the Russians.
If bad times come, you should *stand to your guns* (डटे रहना) and not shed idle tears.
The new teacher often *stops short* (बीच में रुक जाना) in the middle of his lecture,
You must *steer clear* of bad men (अलग रहना).
That charming girl *steals everybody's heart* (दिल जीतना) away.
He *stole a march* (कार्य पहले करके लाभ पाना) on his opponent.

(T-W)

I was *taken in* (धोखा खाना) by that clever man.
Children *take after* (सदृश होना) their parents.
I *took him for* (एक चीज को दूसरी चीज समझना) a thief.
Before deciding, I shall *take your views into account* (विचार करना).
I was *taken aback* (चकित होना) at the sight of a lion.
When the dog barked, the thieves *took to their heels* (भाग जाना).
You, boy, *take off* (हटाना) your clothes.
You should *take up* (आरम्भ करना) the work now.
You should act and not merely *talk big* (डींग हाँकना) about yourself.
A dwarf should not *take a leaf out of* a giant's book (अनुकरण करना).
If you face a strong opposition, *you should take the bull by the horns* (साहसपूर्वक सामना करना).
I *took a leap in the dark* (बिना सोचे खतरनाक काम करना) in buying a new company's shares.
By procuring his dismissal for your own appointment you have *taken the bread out of his mouth* (जीवन-निर्वाह का साधन छीनना).
Don't *throw cold water upon* (उत्साह भंग करना) my plan.

By his flattery he tried to *throw dust in my eyes* (आँख में धूल झोंकना, धोखा देना).
The whole village *turned out* (जमा होना) to welcome her.
Please *turn out* (बंद करना) the tap.
He was *turned out* (निकाल दिया जाना) of the examination hall.
Please *turn your chair round* (घुमाना) to the fire.
Politicians very often *turn their coat* (एक पार्टी/सिद्धान्त को छोड़कर दूसरी पार्टी में मिलना) for selfish ends.
Sometimes even sinners *turn over a new leaf* (बुरे आचरण को अच्छी दिशा में बदलना, नया जीवन आरम्भ करना) and become saints.
In the man-to-man fight between the Russians and the Germans, the latter *turned tail* (पीठ दिखाना, कायरतापूर्वक भाग जाना) at last.
A servant always *waits on* him (सेवा करना, हाजिर रहना).

III. IDIOMS WITH PAIR OF WORDS

[A] NOUNS THAT GO IN PAIRS

The English left India *bag and baggage* (सब सामान के साथ).
Hitler carried *fire and sword* (विनाश) wherever he went.
If you work by *fits and starts* (अनियमित रूप से), you cannot succeed.
Do not try to earn money *by hook or by crook* (किसी भी तरह से).
Let us work *heart and soul* (मन से). [Not *with heart and soul*.]
Do not adopt a *hole and corner* (गुप्त और बुरी) policy to serve your interest.
I know his *ins and outs* (पूर्णविवरण).
His secretary is, *to all intents and purposes* (सभी अर्थों में, वास्तव में), his master.
I love my *kith and kin* (सगे-सम्बन्धी).
India is progressing *by leaps and bounds* (तीव्र गति से).
A worker should not be eager for the *loaves and fishes* (आर्थिक लाभ) of office.
This bag is meant for *odds and ends*. In newspapers there is a column for *odds and ends* (इधर-उधर की बची हुई चीज, फुटकर पदार्थ).
Kashmir is a *part and parcel* (अभिन्न अंग) of India.
A dishonest man goes to *rack and ruin* (नाश).
A leader should respect the opinion of the *rank and file* (सवसाधारण).
He was dismissed without *rhyme or reason* (कारण).
Social inequality should be destroyed *root and branch* (जड़ से, पूर्ण रूप से).
His speech was mere *stuff and nonsense* (बेकार).
Time and tide (समय, अवसर) cannot wait for anyone.
Let us oppose capitalism *tooth and nail* (पूरी चेष्टा से).
Ways and means (साधन, आय) to run the college should be found out.
A mill-owner provides for the *wear and tear* (क्षय) of machinery.

[B] ADJECTIVES THAT GO IN PAIRS

He is *all in all* (सर्वेसर्वा) in his family.
The patient is getting from *bad to worse* (बदतर).
India voiced her protest in *black and white* (लिखित).
The thief was beaten *black and blue* (बुरी तरह पीटा जाना).
If you are *fair and square* (न्यायी, निष्पक्ष) you will be respected.
One can't be *free and easy* (स्वाभाविक रूप से स्वच्छन्द) with strangers.
The *hard and fast* (कड़ा, बँधा हुआ) rules of grammar must be observed.
The Act was declared *null and void* (निकम्मा, बेकार).
Slow and steady (मन्द, नियमित गति) wins the race.

IV. ADVERBIAL PHRASES

You should love your friends and relations, but *above all* (सबसे बढ़कर) your country.
Gandhiji's plan was always *above board* (साफ, स्पष्ट).
Man, *after all* (आखिर), is man and not a beast.
If you try *again and again* (बार-बार) you will succeed.
Note—'*Over and over again*' and '*Time and again*' have a similar meaning.
A library is *as it were* (मानो) a faithful friend.
He talks *as if* (मानो) he were my master.
He does not read *at all* (एकदम).
I do not know where or how he is or whether he is alive *at all* (भी).
The train was late today, *as usual* (पहले जैसा).
Go *at once* (तुरंत).
He is a poet and thinker *at once* (साथ-साथ).
It is bad; *at any rate* (किसी भी हालत में), not good.
At first—पहले। *At last*—अन्त में। *At least*—कम-से कम।
I can give you *at most* (अधिक-से-अधिक) ten rupees.
Don't kick the ball *at random* (यों ही, बिना लक्ष्य के).
At times (कभी-कभी) even a sinner feels ashamed of himself.
By and by (थोड़े समय के बाद) my family joined me.

Caution—इससे 'लम्बे काल के बाद', 'क्रमशः' या 'धीरे-धीरे' का बोध नहीं होता। MCMORDIE साहब ने अपनी पुस्तक ENGLISH IDIOMS के 113वें पेज में लिखा है—। "It means *soon, after a little while.*" यही अर्थ—'Before long', 'Soon' SHORTER OXFORD ENGLISH DICTIONARY में भी मिलता है।

इसलिए, नेसफिल्ड साहब (NESFIELD) का यह मत—"This signifies 'after an interval', whether the interval is a long or a short one",—ठीक नहीं जान पड़ता। इससे सदा थोड़े काल (short interval) का बोध होता है, लम्बे काल (long interval) का नहीं।

I have spoken enough and will speak to you more in future, but *by the by* (प्रधान विषय को छोड़कर, बीच में) let me know whether you follow me.
My book is *far and away* (निश्चय ही) the best of all.
This news has spread *far and near* (सर्वत्र) (far and wide).
Happy days are *few and far between* (बहुत कम).
Our *first and foremost* (सर्वप्रथम) duty is to know ourselves.
A good man is remembered *for long* (बहुत दिनों तक).
In general—साधारण रूप से। *In particular*—खासकर।
This book is meant for students *in general* and for college students *in particular*.
In a nutshell or *In short*—संक्षेप में।
Do every work *in time* (ठीक समय पर).
Honesty is rewarded *in time* (समय आने पर, कभी-न-कभी, अन्त में).
Truth wins *in the long run* (कभी-न-कभी).
A great man does not care for criticism *in the least* (जरा भी).
A doctor was called in but *in vain* (व्यर्थ सिद्ध होना).
Though in London, he remembers me *now and then* (अकसर).
He passed and, *of course* (फलतः), he was happy.

Caution—Of course का अर्थ 'अवश्य' (certainly) नहीं होता। Of course के पहले कोई कारण (cause) बतलाया जाता है और इसके बाद उसका स्वाभाविक फल (effect)। इन वाक्य में Of course, Gandhiji was a great man—में 'Of course' का प्रयोग अशुद्ध है, क्योंकि यहाँ किसी कारण का स्वभावतः या आवश्यक फल नहीं बतलाया गया है।

If you work *off and on* (अनियमित रूप से) you can't succeed.
If you work *on and on* (नियमित रूप से), you will succeed.
One should always be *on the alert* (सावधान).
He did not help me, *on the contrary* (बल्कि, इसके विपरीत), he harmed me.
He has nothing to say *to the contrary* (विपरीत, विरोध में).
Once again, once more and *over again* (एक बार और).
Can you do it *once again* (once more, over again) ?
Read this lesson *once and again* (बार-बार, कई बार).
I go to the pictures *now and again* (कभी-कभी).
He is ruined *once for all* (सदा के लिए).
He was beaten, and abused *over and above* (भी, अलावा).
I got wet *through and through* (पूर्ण रूप से).
I walked *to and fro* (आगे-पीछे) in a confused state of mind.
Man thinks, feels, wills and *what not* (और क्या नहीं).

V. PREPOSITIONAL PHRASES

As to (सम्बन्ध में) my qualification, I beg to submit that I am an M.A.

Note—*As regards, with regard to, with respect to,* and *in connection with* have a similar meaning. The phrases *at home in, at the top of, at enmity with,* and *at variance with* have been explained under 'Idioms With Verb To Be'.

Because of, on account of और *owing to*—कारण से।
He is absent *because of* (on account of, owing to) illness.

Caution—Due to का भी अर्थ, इन तीनों के समान, 'कारण से' होता है, पर इसका प्रयोग इन तीनों से भिन्न है—अर्थ में नहीं, व्याकरण की दृष्टि से।

आप जानते हैं कि 'due' एक Adjective है और इसलिए इसके पहले कोई Noun या Noun के समान प्रयुक्त होने वाला शब्द आना चाहिए, जिसके साथ यह जुटा हुआ रहे; जैसे—

The *accident* was *due to* carelessness. *This* is *due to* that.

पहले वाक्य में Noun (accident) और दूसरे में Pronoun (this) due के पहले आया है, जिसके साथ यह लगा हुआ है। अतः यहां इसका प्रयोग ठीक है। अब इन वाक्यों को देखें—

He is *absent due to* illness.
He could not *come due to illness.*
Due to illness he is absent.

यहाँ due के पहले प्रथम वाक्य में Adjective (absent) आया है तथा द्वितीय में Verb (come) और तृतीय में कुछ नहीं, अर्थात् इन तीनों ही वाक्यों में यह Noun के साथ जुटा हुआ नहीं है। इसलिए यहाँ due to का प्रयोग अशुद्ध है। इसके बदले यहाँ owing to का प्रयोग शुद्ध होता। इसकी चर्चा करते हुए महान् आचार्य ने कहा है—

Due to *is often used by the illiterate as though it had passed, like* **owing to**, *into a mere compound preposition.* **Due** *must, like ordinary participles and adjectives, be attached to a Noun and not to a notion extracted from a sentence. While* **owing to** *can be either adjectival or adverbial* **due to** *can be only adjectival.* —FOWLER

इस प्रकार यह स्पष्ट है कि due to का प्रयोग काफी टेढ़ा है। वास्तव में, दो-चार प्रतिशत लोग भी इसका शुद्ध प्रयोग नहीं कर पाते। इसलिए अच्छा हो कि आप due to के बदले owing to का प्रयोग करें।

He rose high in life *by dint of* labour.
By dint of और *By force of*=शक्ति (power) द्वारा।
Some men get honour *by means of* (वस्तु द्वारा) money.
He is a member *by virtue of* (निहित गुण द्वारा) his office.
I told you this *by way of* (रूप में) advice.
The thieves fled away *for fear of* (डर से) dogs.
One must work *for the sake of* (लिए, वास्ते) the country.
He died *for want of* (अभाव में) medicine.
I went *in accordance with* (अनुसार) his wishes.

I acted *on behalf of* my father.

On behalf of; *Instead of* और *In lieu of*=बदले में ।

Note—On behalf of के बदले In behalf of का प्रयोग गलत है ।

I gave him a pen *instead* (in lieu) *of* a pencil.

अर्थ एक रहने पर भी इनमें अन्तर यह है कि instead of तथा in lieu of का प्रयोग निर्जीव पदार्थ के लिए होता है, पर on behalf of का सजीव प्राणी तथा संख्या के लिए ।

He will drop his studies *in case of* (परिस्थिति में, in the event of) failure.

You are guilty *in common with* (साथ-साथ) others.

In consequence of (फलस्वरूप) famine many men died.

In consideration of (दृष्टिकोण से, in view of) his poverty he should be helped.

In course of (सिलसिले में) talk he told me this news.

A mother pleads *in defence of* (रक्षा में) her son.

He murdered a child *in defiance of* (खिलाफ) law.

I retired *in favour of* (पक्ष में) my friend.

There is a park *in front of* (आगे, सामने) our college.

Nehru gave a dinner *in honour of* (सम्मान में) Russian leaders.

Your action should be *in keeping with* your speech.

In keeping with, in accord with, in harmony with, in agreement with और *in unison with*=मेल में ।

He is junior to me *in point of* (दृष्टि से, in respect of) service.

In prospect of और *In hope of*=आशा से ।

Men work *in prospect* of reward.

In quest of और *In search of*=खोज में ।

I am *in quest of* knowledge.

In spite of (रहते हुए भी) poverty he did well in life.

One should not bend even *in the teeth of* (*in the face of*) (विरोध तथा बाधा आदि क बाच) dangers.

He labours hard *in order to* (उद्देश्य-प्राप्ति के लिए) pass.

He is not paid *in proportion to* (अनुपात में) his labour.

The world is *on the brink of* (निकट, सीमा पर) ruin.

We had a dinner *on the eve of* (कुछ पहले) the Pujas.

On the ground of और *on the score of*=आधार पर ।

You are excused *on the score of* ignorance.

Wars are fought *on the pretence of* (बहाने) religion.
I went to him *with a view to* (उद्देश्य से) seeking help.
Let us work *with an eye to* (ध्यान में रखकर) future.

EXERCISE

Fill in the blanks with a suitable word from the box :

sword	tongue	hand	for	by
bud	ear	heart	on	off

1. Please hold your....
2. He was put to the....
3. He gave...to my prayer.
4. That plan was nipped in the....
5. The situation is out of....
6. He is working...and soul.
7. I took him...a thief.
8. Cows live...grass and hay.
9. He is working...and on.
10. He is rising...leaps and bounds.

EXERCISE

Match A with B, so as to make meaningful sentences from this table :

A	*B*
Thieves were	at sixes and sevens
I am at a loss	with you
Hidden things were	brought up by me
Books are lying	at large
I am at one	to decide
She was	brought out by him
The speaker	ran short
My money	stopped short

■ ■ ■

PRECIS-WRITING

TEST YOURSELF

Q. I. *Fill in the blanks with a suitable word from the box—*

omnipotent	pessimist	honorary
omniscient	optimist	wardrobe
catalogue	colleague	autocracy

1. We keep our clothes in a———.
2. He holds an—— - post.
3. One who is all-powerful is called———.
4. One who looks at the bright side of life is called———.
5. One who knows everything is called———.
6. One who looks at the dark side of life is called———.
7. Please prepare a———of books.
8. He is not on good terms with his———.
9. ———is a government by one.

Q. II. *Match A with B, so as to make meaningful sentences—*

A	*B*
A style that is too full of words is called	migratory
That which can't be read is called	ineligible
One who walks in sleep is called	a somniloquist
One who is not qualified to apply is called	illegible
A bird of passage is called	verbose
One who talks in sleep is called	a somnambulist

■ ■ ■

CHAPTER XXII

PRECIS-WRITING

Precis फ्रांसीसी भाषा का एक शब्द है। इसका अर्थ होता है 'संक्षिप्त और ठीक-ठीक वर्णन'। Precis के अभ्यास से हम गद्यांश या पद्यांश को समझने और उसे संक्षेप में लिखने की कला सीखते हैं। इसकी आवश्यकता आधुनिक युग में बहुत ही बढ़ गयी है, क्योंकि आज आदमी को बहुत अधिक पढ़ने का समय नहीं मिलता। इसके अतिरिक्त, precis-writing के द्वारा विचारों को आसानी से शीघ्र ही समझने और स्पष्ट रूप से सोचने का अभ्यास होता है, जिससे जीवन के प्रत्येक क्षेत्र में लाभ होता है।

Precis-writing के लिए हमें तीन बातों का ध्यान रखना चाहिए—

I. MEANING, II. LANGUAGE. III. LENGTH.

I. MEANING

1. दिये हुए पद्यांश या गद्यांश का अर्थ (meaning या idea) समझना आवश्यक है। इसके लिए आप उसे सावधानी से पढ़ें। प्रत्येक शब्द का अर्थ जानना जरूरी नहीं। पूरे गद्यांश या पद्यांश को दो-तीन बार पढ़ जाएँ। अर्थ समझ में आ जाएगा।

2. इसके बाद उसका उपयुक्त शीर्षक (title) चुनें। यह काम कठिन नहीं है, क्योंकि प्रत्येक गद्यांश या पद्यांश में कोई न कोई प्रधान विचार अवश्य रहता है। वह विचार किसी समस्या के विषय में हो सकता है या किसी देश या व्यक्ति के विषय में। उसमें किसी दृश्य का वर्णन हो सकता है या किसी वस्तु का। आप ध्यान से देखें कि उसका विषय (matter) क्या है।

3. इसके बाद आप प्रधान विचारों को चुन लें और अप्रधान को छोड़ दें। यदि title का ध्यान रखकर प्रधान विचारों को चुनेंगे, तो काम बहुत ही आसान हो जाएगा, क्योंकि उस title से सम्बन्धित विचार ही प्रधान होंगे और जो उससे सम्बन्धित नहीं होंगे, वे अप्रधान समझे जाएँगे।

4. इस प्रकार, प्रधान विचार को चुनकर आप उन्हें क्रम (order) में रखें, अर्थात उन्हें इस प्रकार रखें कि एक विचार दूसरे से सम्बन्धित हो। इसी को natural order या logical sequence कहते हैं। ऐसा करना इसलिए जरूरी है कि बात तुरत ही समझ में आ जाए। कुछ लोग दिये हुए गद्यांश या पद्यांश के विचारों की एक सूचीमात्र बना लेते हैं, पर यह ध्यान नहीं देते कि पहले किसको रखें और उसके बाद किसको। यह आवश्यक नहीं है कि आप भी उसी क्रम को मानें जैसा गद्यांश या पद्यांश में रहता है। इसके विपरीत, यदि आप अपनी सुविधा के अनुसार और अर्थ को स्पष्ट रूप से प्रकट करने की दृष्टि से, विचारों के क्रम को बदल दें, तो इसके लिए आपको विशेष श्रेय प्राप्त होगा।

5. कुछ लोग कुछ वाक्यों को छोड़ देते हैं और कुछ को चुनकर उन्हें यों ही रख देते हैं। यह तो precis नहीं, वह तो reproduction है न! आप ऐसा न करें।

II. LANGUAGE

दिये हुए पद्यांश या गद्यांश का अर्थ समझकर उसे अपनी भाषा में लिखें।

1. ध्यान रखें कि भाषा व्याकरण के नियमानुसार हो, टेलीग्राम (telegram) वाली नहीं। आप इस प्रकार लिखें जिससे मालूम हो कि विचार दूसरे का है, पर भाषा आपकी अपनी। यदि भाषा आपकी नहीं है, तो इसका अर्थ यह होगा कि आपने दिये हुए गद्यांश को समझा नहीं और इसलिए उसी के कुछ वाक्यों को जोड़-तोड़कर यों ही रख दिया है। हाँ, जो छोटे-मोटे साधारण प्रयोग के शब्द हों, उनका प्रयोग आप कर सकते हैं, पर उन्हें भी अपना बनाकर (अर्थात् अपने वाक्यों में रखकर) प्रयोग करें।

2. Precis-writing में सदा Third Person Pronoun (he, she, it, they) का प्रयोग करें, First Person (I) का नहीं। इसका कारण यह है कि 'I' के प्रयोग से मालूम होगा कि विचार आपके हैं, पर आपके विचार तो ये नहीं हैं न! ये विचार तो किसी अन्य व्यक्ति के हैं। इसलिए Third Person का प्रयोग उचित है।

3. Tense के सम्बन्ध में कुछ लोगों के मन में काफी भ्रम है। कुछ लोगों का मत है कि precis में सदा Past Tense का प्रयोग होना चाहिए। यह विचार ठीक नहीं। मेरे जानते precis-writing में उसी Tense का प्रयोग होना चाहिए जो दिये हुए गद्यांश में रहता है। मान लीजिए कि किसी गद्यांश में लेखक आधुनिक समस्या का वर्णन करता है। तो, उसे Past Tense में कैसे लिखा जा सकता है? इसी प्रकार, कोई लेखक या कवि भविष्य की कल्पना करता है। उसे Future Tense में ही लिखना चाहिए, Past Tense में नहीं। यही तर्कसंगत जँचता है।

4. Precis सदा Indirect Narration में लिखा जाता है। इसलिए जो वाक्य inverted commas "...." के अन्दर रहें उन्हें आप Indirect Narration में लिखें। यदि dialogue या conversation (वार्त्तालाप) का precis करना हो तो, उसे Indirect में रखें। पूरे dialogue का सारांश समझकर उसे Indirect Narration में लिखना चाहिए।

III. LENGTH

दिये हुए गद्यांश का precis कितना बड़ा या छोटा हो, इस सम्बन्ध में लोगों के बीच थोड़ा मतभेद है। Sri R. P. Ghosh ने "Good English" में लिखा है कि precis दिये हुए गद्यांश का $\frac{1}{4}$ या $\frac{1}{3}$ होना चाहिए, पर करीब-करीब सभी अच्छे लेखकों ने माना है कि यह $\frac{1}{3}$ होना चाहिए। विश्वविद्यालयों में भी यही परिपाटी मान्य है। इसलिए आप भी precis लगभग $\frac{1}{3}$ में लिखें। यह काम बहुत कठिन नहीं। दिये हुए गद्यांश के सभी शब्दों को गिन लें और उसे तीन से भाग दें। इस प्रकार $\frac{1}{3}$ अंश में लिखें। इसका यह अर्थ नहीं कि आप कुछ कम या कुछ अधिक शब्दों का प्रयोग कर ही नहीं सकते। हाँ, $\frac{1}{3}$ से बहुत कम या बहुत अधिक न हो। कुछ लोग दिये हुए गद्यांश के $\frac{1}{3}$ वाक्यों को चुनकर उन्हें यों ही रख देते हैं, पर आप यह न भूलें कि वह precis नहीं। वह तो कुछ और ही चीज है। दिये हुए अंश को $\frac{1}{3}$ करने के लिए आप इन तरीकों की मदद लें।

1. OMISSION OF FIGURES OF SPEECH

Omission का अर्थ है 'छोड़ना'। इसके अनुसार दिये हुए अंश में जितने भी

अलंकार (figures of speech) और उद्धरण (quotations) रहें, उन्हें छोड़ दें और उनका अर्थ सरल भाषा में लिखें। इससे दो लाभ होंगे। शब्दों की संख्या कम हो जाएगी और ऐसा मालूम पड़ेगा कि भाषा भी आपकी अपनी है।

एक उदाहरण लें—

He is as brave *as a lion.*

यहाँ as a lion एक अलंकार है जिसे simile कहते हैं। Precis बनाने के लिए आप ऐसे अंश को छोड़ दें और इस प्रकार लिखें—He is brave.

Precis में आलंकारिक भाषा नहीं चाहिए।

2. METHOD OF SUBSTITUTION

'Substitution' का अर्थ होता है 'बदलना'। इसके अनुसार दिये हुए अंश में जो phrases, group of words या clauses रहें, उन्हें single word (एक शब्द) में बदल दें; जैसे—

1. Books are lying *at sixes and sevens.*
2. I beat him *black and blue.*

आप जानते हैं कि *at sixes and sevens* और *black and blue* phrases हैं। इसलिए इनके लिए एक शब्द (single word) का प्रयोग वाक्यों में इस प्रकार हो सकता है—

1. Books are *scattered.* 2. I beat him *severely.*

इसी प्रकार group of words (शब्द-समुदाय) को भी single word में बदला जा सकता है; जैसे—

1. *To love one's own country* is not enough. = *Patriotism* is not enough.

2. He will be remembered *for all times to come.* = He will be remembered *for ever.* = He will *always* be remembered.

आप clause के बदले भी single word का प्रयोग इस प्रकार कर सकते हैं—

1. *Whether he will be successful or not* is doubtful. = *His success is* doubtful.

2. *That you are honest* is well-known. = *Your honesty* is well-known.

Note—Method of Subsitution को समझने के लिए "Single word for a group of words" की सूची Word Power के अन्तर्गत दी गयी है। उसे दो-चार बार अवश्य देखें।

3. AVOIDANCE OF REPETITION

Repetition का अर्थ होता है 'दुहरावट'। Repetition किसी idea (विचार) का हो या word (शब्द) का, आप उसे अवश्य छोड़ें, क्योंकि दुहराने से शब्दों की संख्या बढ़ेगी,

घटेगी नहीं। आप देखेंगे कि लेखक अपने विचार को समझाने के लिए एक ही बात कई तरह से रखता है। वह कभी-कभी उसकी व्याख्या (explanation) भी करता है। आप ऐसा न करें, क्योंकि Precis में explanation नहीं चाहिए। एक बात और। साधारण लेखक छोटी बातों को भी बहुत-से शब्दों की सहायता से व्यक्त करता है। इसलिए स्वभावतः कुछ शब्दों का repetition हो जाता है; जैसे—

He is a *very very old* man of *100 years.*

यहाँ very very old की आवश्यकता नहीं, क्योंकि जिसकी अवस्था 103 वर्ष की है वह तो बहुत बूढ़ा है ही, फिर very very old लिखने को आवश्यकता ही क्या ? कुछ और उदाहरण लें—

1. The resolution was *unanimously* supported *by all.*
2. We reached the *final conclusion.*

यहाँ पहले वाक्य में unanimously (सर्वसम्मति से) और by all का प्रयोग हुआ है, पर दोनों का अर्थ एक ही है। अतः इस वाक्य में by all को आवश्यकता ही नहीं। इसी प्रकार, दूसरे वाक्य में final की कोई जरूरत नहीं, क्योंकि conclusion तो सदा final होता ही है। Conclusion में final का अर्थ निहित है। इसलिए आप ऐसे शब्दों को बिलकुल ही छोड़ दें। आप देखेंगे कि वाक्य में बहुत-से Adjectives और Adverbs का कोई प्रयोजन नही रहता है। वैसी अवस्था में आप उनका प्रयोग न करें, तो अच्छा।

4. USE OF VOICE

Precis में Passive Voice का प्रयोग जहाँ तक हो, कम करें और बिलकुल ही न करें, तो और भी अच्छा। क्योंकि Passive Voice के प्रयोग से शब्दों की संख्या बढ़ती है और Active Voice से संख्या घटती है; जैसे—

1. Ravan *was* killed *by* Ram. —*Passive*
2. Ram killed Ravan. —*Active*
3. Good boys *are* loved *by* teachers. —*Passive*
4. Teachers love good boys. —*Active*

आप जानते हैं कि Passive Voice में Verb 'To be' और by का प्रयोग हो जाता है जिसकी जरूरत Active Voice में नहीं पड़ती। इसलिए Active Voice का हो प्रयोग अच्छा है।

5. USE OF ARTICLE

आप जानते हैं कि जब Common Noun Singular Number में रहता है, तो उसके पहले a या an का प्रयोग करना पड़ता है और इससे शब्दों की संख्या बढ़ जाती है। यदि बिना अर्थ बदले ही plural कर दिया जाय तो a या an की आवश्यकता ही नहीं पड़ेगी; जैसे—

(i) A good boy is loved by teachers.
(ii) Good boys are loved by teachers.

दूसरे वाक्य में a की जरूरत नहीं पड़ी; क्योंकि boy को boys कर दिया गया और इससे एक शब्द (a) कम हो गया। इस प्रकार थोड़ी भी सावधानी से काफी लाभ होता है।

6. USE OF CONJUNCTION

Conjunction के प्रयोग से भी शब्दों की संख्या बढ़ या घट सकती है। आप जानते हैं कि as well as और and के अर्थ में कोई अन्तर नहीं, पर as well as में तीन शब्द हैं और and में केवल एक। तो, यह स्पष्ट है कि Precis में as well as के बदले and का ही प्रयोग अच्छा है; जैसे—

He *as well as* I is guilty. = He *and* I are guilty.

इसी प्रकार, both.....and के बदले केवल and से ही काम चल सकता है—

Both Ram *and* Shyam are guilty. = Ram and Shyam are guilty.

अब आप no sooner......than और as soon as को लें। No sooner ......than के प्रयोग से वाक्य में एक शब्द बढ़ जाता है, पर as soon as के साथ ऐसा नहीं होता—

No sooner *did* he start than it began to rain.
= As soon as he started it began to rain.

इसलिए as soon as का ही प्रयोग करना अच्छा होता है।

7. AVOID AUTHOR'S NAME

Precis लिखने में लेखक का नाम और उसका परिचय नहीं दिया जाता। मालूम रहने पर भी आप उसका नाम-पता नहीं लिखें। नाम के बदले the writer, the author या the poet लिखना ही काफी है।

Note—Precis के शीर्षक (title) में जिन शब्दों का प्रयोग किया जाता है उन्हें छोड़ कर $\frac{1}{3}$ अंश में Precis होना चाहिए। उन शब्दों की गिनती नहीं होती। Precis तैयार कर लेने के बाद शब्दों कि संख्या (जितने शब्दों में Precis बनाया गया हो) अन्त में लिख देनी चाहिए।

EXERCISES WORKED OUT

I

Now Jumman had an old relation, a maternal aunt, who had some property. This she transferred to him by a deed on the understanding that she would be well looked after. So long as the deed remained unregistered, none was so obliging to the old lady as her nephew, none so considerate to her. Her every wish was anticipated and cheerfully carried out. But everything changed the moment the deed was registered. Jumman who used to wait dotingly on his old aunt now became supremely indifferent. His wife, Kariman, went even further. She grudged even the little food that the old lady ate. No meal was now served to her without Kariman letting loose a barb or two dipped in gall or poison. The very bread that the aunt ate seemed to be seasoned with the meal of abuse. And this went on mounting. Kariman would say, "How long is the old hag going to live? By

giving us a few acres of waste land, she thinks she has bought us. She is a great lady who can't swallow a morsel without her *dal* being seasoned with ghee! We could have purchased a whole village with the money spent on her feeding." (202 words)

Precis

Title—INGRATITUDE

Jumman had an old aunt. She had some property. She gave it to Jumman on assurance that he would maintain her. Before the registration of deed he was hospitable to her but after registration he neglected her. His wife's treatment was worse. She abused her while giving even the little food she (aunt) ate and wished her early death. The aunt's troubles increased every day. (66 words).

II

Marlow : What a tedious uncomfortable day have we had of it! We were told it was but forty miles across the country and we have come above three score.

Hastings : And all, Marlow, from that unaccountable shyness of yours that would not let us inquire more frequently on the way.

Marlow : I own, Hastings, I am unwilling to lay myself under an obligation to everyone I meet and often stand the chance of an unmannerly answer.

Hastings : At present, however, we are not likely to receive any answer.

Tony : No offence, gentleman. But I'm told you have been inquiring for one Mr Hardcastle in these parts. Do you know what part of the country you are in?

Hastings : Not in the least, Sir, but I should thank you for information.

Tony : Nor the way you came?

Hastings : No, Sir, but if you can inform us.

Tony : Why gentlemen, if you know neither the road you are going, nor where you are, nor the road you came, the first thing I have to inform you is that you have lost your way. (171 words)

Precis

Title—THE TWO TRAVELLERS

Marlow complained of their too long and tedious journey for which Hastings blamed his (Marlow's) shyness. Marlow replied that he did not like to receive discourteous replies by asking his way frequently. Meanwhile, Tony interrupted and remarked that as they did not know which way they came or where they were, they were lost. (53 words)

III

The very abundance of books, an increasing and confusing abundance in our days, makes it important to know how to choose promptly and judiciously among them if one is not to spend as much time in the mere choice as in the perusal of the books that are selected. On this subject the first advice I venture to submit is to secure and to read only the best books. There are plenty of them, far more than you will ever find time to read. And when a wide range of excellent works is so readily obtainable, it is surely unfortunate to waste valuable minutes on any others. - You may ask what I mean by best books. Passing by for the moment those publications which in each of the great languages of the world we call classics, I mean by the best books those from which you receive most, and can carry away most in the form of either knowledge or stimulation. When you want to learn something about a subject in which you are interested, do not turn to the first volume which you have heard named or which professes by its title to deal exhaustively with the subject. Consult your teacher or any well-read friend, or the librarian of the nearest public library. (213 words)

Precis

Title—CHOICE OF BOOKS

Innumberable books are published now-a-days. Naturally, there is no time to read even the best ones which are available in large numbers. One should, therefore, read only the best books. Besides classics, best books are those that give maximum of wisdom and inspiration. For quick and correct choice, the advice of teachers, well-read friends or public librarians, and not advertisements, is really helpful. (67 words)

IV

Kiran was a universal favourite with her family and neighbours, so that when she fell seriously ill they were all anxious. The village wiseacres thought it shameless for her husband to make so much fuss about a mere wife and even to suggest a change of air and asked if Sharat supposed that no woman had even been ill before or whether he had found out that the folk of the place to which he meant to take her were immortal. Did he imagine that the writ of fate did not run there ? But Sharat and his mother turned a deaf ear to them thinking that the life of their darling was of greater importance than the united wisdom of a village. So, Sharat went to Chandarnagar, and Kiran recovered though she was still very weak. There was a pinched look on her face which filled the beholders with pity, and made thier heart tremble, as they thought how narrowly she had escaped death. (180 words)

Precis

Title—KIRAN'S ILLNESS

The popular Kiran's serious illness grieved her relations and neighbours. Her husband, Sharat, desired her climatic change but the so-called wise villagers opposed the idea as foolish and shameless, but to her husband and mother-in-law, her life was dearer than village opinion. Therefore, they took her to Chandarnagar where she recovered, although still too weak. She had a narrow escape from death. (60 words)

EXERCISES

I

Hetty was quite used to the thought that people liked to look at her, and she knew that Adam Bede—tall, clever, brave Adam Bede, of whom the people round about thought so well, who was often rather severe to others, and who was not often seen talking to girls—could be made to turn pale or red any day by a look or a word from her. Hetty did not know many men, but she couldn't help seeing that Adam was a greater man than most of the men she knew, and she was certain that her uncle Poyser wanted her to marry Adam, who had always been given welcome at Hall Farm.

But Hetty had other ideas about her marriage. She liked to be admired by a wise strong man, liked to know that he would always be there if she had need of him, but she had not thought of marrying Adam. She thought of him as a poor workman. When she had a husband, he must be a rich man who could give her all the things she dreamed about : a big house, servants, fine clothes, and a life of ease. If Adam could have given her these things, she liked him well enough to marry him.

Aids

Used to—habituated (आदत पड़ना). *People round about*—neighbours (पड़ोसी). *Severe*—strict, serious, grave (कड़ा, गम्भीर). *Turn pale*—fade (मुरझा जाना, फीका पड़ना). *Couldn't help seeing*—had to see (देखना या समझना पड़ता था). *Ease*—comfort (आराम).

II

It was a sad and terrible story that Hetty told Dinah in that prison, a story to make the hardest person feel full of sorrow. She told how her child was born in the cottage where she had last asked for rest. How the next day, when the woman had gone out, the thought had come to her, that if she would be without her baby, she could go home again, and nobody would know anything. The thought gave her strength to get up, dress herself and go out. She

walked till she came to a wood, and then sat down. She told how she looked at the face of her baby as she tried to lay it among the leaves and cover it with them; how it cried, and she couldn't bear to kill it; so she just left the baby hoplug it would be found and taken care of As she hurried away, the sound of its crying followed her, even when she knew she was too far away to hear it. At last she came to a farm building, and went in and slept.

"And oh!" said Hetty, "when I woke, I could still hear the baby crying and I turned back the way I had come. I had to go. Oh, Dinah! I hear that little baby crying now. Shall I always hear it? When I got to the place in the wood, my baby was gone."

Aids

Terrible—fearful (भयानक). *To make feel full of sorrow*—to move (दिल पिघलाना). *Sat down*—sat. यहाँ down की जरूरत नहीं, क्योंकि down का अर्थ sit में छिपा है। *Lay*—keep (रखना). *Bear*—tolerate (सहना). *Taken care of*—maintained, supported (देखरेख करना). *Hurried*—ran. *Got to the place*—reached the place. *Wood*—forest.

III

It was a long journey to Windsor. There were no trains in those days, and Hetty had not enough money to travel by coach all the way; so sometimes she rode, sometimes walked, buying as little food as possible, and staying the nights at some inn or cottage. At noon on the seventh day she reached Windsor, with only a shilling left. She went to the nearest inn and handed to the inn-keeper a paper on which was Arthur's address. Can you tell me the way to this place, please?"

'What do you want there?' he said.

'I want to see a gentleman who lives there,' said Hetty.

'But no gentleman is living there. It's been shut up for two weeks. What gentleman is it you want? Perhaps I can tell you where to find him.'

'It's Captain Donnithorne.'

'Captain Donnithorne? A tall young officer in the Loamshire Regiment?'

'Oh, yes! You know him? Where is he?' said Hetty, excitedly.

'Many miles from here! The Loamshire Regiment went to Ireland two weeks ago.'

This end to her search for Arthur was more than Hetty could bear in her weak state. She gave a cry and fell to the ground.

The inn-keeper's wife saw that Hetty was ill, so she put her to bed and took care of her.

Aids

Inn—hotel. *Shut up*—closed (बन्द). *Regiment*—पलटन,

IV

Today our society abounds with persons who are mad after their own interest. In *Sarvodaya*, however, one has to be solicitous of other's interest. Man's nature will have to be changed. Values of life will have to be re-valued. For, if the individual does not change even if exploitation is put out once, it will reappear afterwards. This is a high ideal no doubt, but is capable of being attained. That can be done by making a beginning somewhere.

Bhoodan is the process whereby we can reach this goal. The land problem is a problem that affects crores of people. Hence, the *Bhoodan* movement makes a direct appeal to the masses and would inevitably cast its influence on their approach and way of life.

Aids

Solicitous—desirous (इच्छुक, उत्सुक). *Reappear afterwards*—reappear. यहाँ afterwards की जरूरत नहीं क्योंकि reappear में afterwards का अर्थ छिपा हुआ है। *Making a beginning*—beginning. *Goal*—aim (लक्ष्य). *Crores of*—numerous, innumerable (असंख्य, अनगिनत, बहुत). *Cast its influence*—influence (असर डालना).

V

All the great religious teachers of mankind have insisted on this : that men ought not to live for themselves alone. We ought not, they have said, to spend all our time and energy in getting just what we want for ourselves, power and money and importance in the world; we ought to serve something greater than ourselves, whether a god or a cause or our fellowmen. It is by serving this something greater that men will forget themselves and so achieve happiness. This or something like it is what the great religions have taught, and it is one of the most important of the things that civilization means. It is also the hardest to learn and practise; in fact, most people have found it much too hard.

Aids

Religious teachers of mankind—prophets, preachers. *Insisted*—emphasised (जोर देकर कहना). *Ought*—should. *To live for themselves alone*—be selfish. *Achieve*—get (पाना). *Much too hard*—difficult.

VI

If today I have a quarrel with another man, I do not get beaten merely because I am physically weaker and he can knock me down.

I go to law, and the law will decide as fairly as it can between the two of us. Thus, in disputes between man and man, right has taken the place of might. Moreover, the law protects me from robbery and violence. Nobody may come and break into my house, steal my goods, or run off with my children. Of course, there are burglars, but they are very rare, and the law punishes them whenever it catches them.

It is difficult for us to realise how much this safety means. Without safety those higher activities of mankind which make up civilization could not go on. The inventor could not invent, the scientist find out or the artist make beautiful things. Hence, order and safety, although they are not themselves civilization, are things without which civilization would be impossible. They are as necessary to our civilization as the air we breathe is to us; and we have grown so used to them that we do not notice them any more than we notice the air.

Aids

Knock down—beat down (मारकर गिरा देना). *Disputes*—quarrels, fights. *Might*—शारीरिक शक्ति. *Protects*—saves. *Robbery*—dacoity. *Violence*—हिंसा. *Break into*—enter. *Run off with my children*—kidnap (अपहरण करना) my children. *Burglars*—thieves (चोर). *Go on*—continue. *Grown so used to*—habituated, accustomed (आदत पड़ना). *Notice*—see.

VII

There was once a laundryman named Clean-Cloth in a certain town. He had a single donkey who had grown very feeble from lack of fodder. As the laundryman wandered in a forest, he saw a dead tiger, and he thought, "Ah, this is luck ! I will put this tiger-skin on the donkey and let him loose in the barley field at night. For, the farmers will think him a tiger and will not drive him out." When this was done, the donkey ate barley to his heart's content. And at dawn the laundryman took him back to the farm. So, as time passed, he grew plump. He could hardly squeeze into the stall. But one day the donkey heard the bray of a she-donkey in the distance. At the mere sound he himself began to bray. Then farmers perceived that he was a donkey in disguise, and killed him with blows from clubs and stones and arrows.

Aids

Laundryman—washerman. *A certain*—a (किसी). *Feeble*—weak. *From lack of*—for want of (कमी). *Fodder*—दाना, भोजन. *Let him loose*—खुला छोड़ देना. *To his heart's content*—to his satisfaction. *Plump*—fat

(मोटा). *Squeeze into the stall*— घर में घुसना. *Bray*—रेंकना. *Perceived*—saw, found (देखा). *Club*—लाठी, डंडा. *Arrows*—तीर, बाण.

VIII

Educated women have to play the role of teachers. An educated lady can serve the country in the humble capacity of a teacher. The education of children depends mainly upon women. They can teach as well as amuse. They can do research work in art, literature, philosophy and science. We are fortunate in having very intelligent girls who are anxious to have training in foreign countries. They are being given scholarship by the Government of India and many of them have proceeded to western countries and have made their mark as educationists. Women can also render social service whenever there is flood, famine, earthquake or some natural calamity. It is also during war that they can be of utmost utility to their nation. In free India ladies are being given training in first aid, use of guns and rifles and some of them are getting training as drivers and pilots. The defence of the country is a matter of great importance to all and women should share the burden with men.

Aids

Play the role of—act as (काम करना). *Made their mark*—distinguished (यश प्राप्त किया). *Calamity*—misfortune (संकट). *Of utmost utility*—useful. *Share the burden*—काम में भाग लेना. *Pilots*—वायुयान-चालक.

IX

For many centuries in Indian history there was no city so famous as the city of Ujjain. It was always renowned as the seat of learning. Here lived at one time the poet Kalidas, one of the supreme poets of the world fit to be named with Homer and Dante and Shakespeare. And here worked and visited an Indian king, who was also a great and learned astronomer, the greatest of his day, Rajah Jey Singh of Jeypore. So, one can see what a great love all who care for India must feel for the ancient city of Ujjain.

But deep in the hearts of the Indian people, one name is held even dearer than those I have mentioned, the name of Vikramaditya who became king of Malawa, it is said, in the year 57 before Christ. He was like King Arthur, or like Alfred the Great—so strong and true and gentle that the men of his own day almost worshipped him and those of all aftertimes were obliged to give him the first place, though they had never looked in his face nor appealed to his great and tender heart, simply because they could see that never had a king been loved like this king. But one thing we do not know about Vikramaditya. It is told about him that he was the greatest

judge in history. Never was he deceived. Never did he punish the wrong man.

Aids

Renowned—famous (प्रसिद्ध). *Astronomer*—ज्योतिषी. *Obliged*—compelled (विवश होना). *Tender*—soft (कोमल). *Deceived*—cheated.

X

Oliver Twist and his companions suffered the tortures of slow starvation for three months. At last, they got so wild with hunger that one boy who was tall for his age and had not been used to that sort of thing hinted darkly to his companions that unless he had another basin of gruel for him, he was afraid, he might some night happen to eat the boy who slept next to him and who happened to be a wealthy youth of tender age. He had a wild hungry eye, and they believed him.

A council was held; lots were cast who should walk up to the master after supper that evening and ask for more, and it fell to Oliver Twist.

Then evening arrived; the boys took their places. The master in his cook's uniform stationed himself at the copper; his assistants ranged themselves behind him; the gruel was served out, and a long grace was said over the short commons. The gruel disappeared; the boys whispered to each other and winked at Oliver. He rose from the table and advancing to the master, basin and spoon in hand, said "Please, Sir, I want some more."

Aids

Tortures—pain. *Starvation*—भुखमरी. *Hinted darkly*—hinted (इशारा करना). *Basin*—बरतन. *Gruel*—माँड़. *Lots were cast*—लॉटरी लगी. *Uniform*—पोशाक, *Stationed*—sat. *Grace*—thanks. *Short commons*—small quantity of food.

XI

Human life consists of a succession of small events, each of which is comparatively unimportant and yet the happiness and success of every man depends upon the manner in which these small events are dealt with. Character is built upon little things—little things well and honourably transacted. The success of a man in business depends upon his attention to little things. The comfort of a household is the result of small things well arranged. Good government can only be accomplished in the same way by well-regulated provisions for the doing of little things.

Accumulation of knowledge and experience of the most valuable kind are the result of little bits of knowledge and experience carefully treasured up. Those who learn nothing or accumulate nothing in life are set down as failures, because they have neglected little things. They may themselves consider that the world has gone against them but, in fact, they have been their own enemies. There has long been a popular belief in 'good luck', but, like many other popular notions, it is gradually giving way. The conviction is extending that diligence is the mother of good luck; in other words, that a man's success in life will be proportionate to his efforts, to his industry, to his attention to small things.

Aids

Transacted—done. *Household*—family. *Duly*—properly (उचित रूप से). *Accomplished*—done, achieved. *Accumulation*—collection. *Treasured up*—gathered (जमा करना). *Notion*—ideas (विचार). *Conviction*—faith, belief. *Extending*—spreading. *Diligence*—labour. *Proportionate to*—according to. *Efforts, Industry*—परिश्रम.

XII

The problem that confronts most of us is whether the individual is merely the instrument of society or the aid of society. Are you and I as individuals to be used, directed, educated, controlled, shaped to a certain pattern by society and government or does society, the state, exist for the individual ? Is the individual the end of society or is he merely a puppet to be taught, exploited, butchered as an instrument of war ? That is the problem of the world—whether the individual is a mere instrument of society, a plaything of influences to be moulded or whether society exists for the individual.

How are you going to find this out ? It is a serious problem, is it not ? If the individual is merely an instrument of society, then society is much more important than the individual. If that is true, then we must give up individuality and work for society; our whole educational system must be entirely revolutionized and the individual turned into an instrument to be used and destroyed But if society exists for the individual, then the function of society is not to make him conform to any pattern but to give him the feel, the urge of freedom. So, we have to find out which is false.

Aids

Confronts—faces. *End*—aim (लक्ष्य). *Pattern*—model. *Puppet*—(कठपुतली). *Moulded*—shaped. *Conform*—समान होना. *Urge*—inspiration (प्रेरणा).

XIII

Why is society crumbling, collapsing, as it surely is ? One of the fundamental reasons is that the individual, you, has ceased to be creative. I will explain what I mean. You and I have become imitative; we are copying outwardly and inwardly. Outwardly, when learning a technique, when communicating with each other on the verbal level, naturally there must be some imitation, copy. I copy words. To become an engineer, I must learn the technique, then use the technique to build a bridge. There must be a certain amount of imitation, copying in outward technique, but when there is inward psychological imitation, surely we cease to be creative. Our education, our social structure, our so-called religious life, are all based on imitation; that is, I fit into a particular social or religious formula. I have ceased to be a real individual.

Aids

Crumbling—breaking (टुकड़ा होना, चूर-चूर होना). *Collapsing*—falling (गिरना). *Fundamental*—basic (बुनियादी). *Ceased*—stopped. *Creative*—रचनात्मक. *Imitative*—अनुकरणशील. *Verbal level*—बातचीत का स्तर. *Structure*—frame.

XIV

There was a time when men took life easily and had enough leisure. Life was simple and wants were few, and these could be easily satisfied. In those days men believed that whatever was worth doing should be done thoroughly. But gone is that time. With the Industrial Revolution, with the progress of scientific discoveries and inventions and with the ever-growing demand for machinery, our wants have increased and life has become complex. Now-a-days we want to do many things, to think many thoughts and to enjoy too many benefits. Consequently, we are always pressed for time, because it is the fashion of the age. Our complaint about want of time may be true or false. But the fact remains that we want short-cuts. Hence, in this age of hurry there is a persistent demand for short hand, for summaries, abridgements, and precis. A busy politician or a merchant has got so many things to do and so many important decisions to make that he cannot spare time for each. Yet he must know what is going on the political or business world. So, he asks his secretary or some other man to make a precis or summary of what is being said, done and thought about things in which he is vitally interested. This is the use of precis.

Aids

Complex—जटिल, *Pretend*—बहाना करना. *Short-cut*—छोटा या सीधा

रास्ता. *Persistent*—स्थिर. *Hurry*—जल्दबाजी. *Abridgement*—संक्षेप. *Spare*—बचना. *Vitally*—essentially (आवश्यक रूप से).

XV

One day, as she came into the room, where all the poor children were at work, my nurse sat down just over against me and after a while began to talk to me. "Thou foolish child", says she, "thou art always crying. Prithee, what dost thou cry for ?" "Because they will take me away", says I, "and put me to service, and I can't work house-work." "Well, child", says she, "but though you can't work house-work, you will learn it in time, and they won't put you to hard things at first." "Yes, they will", says I, "and if I can't do it, they will beat me, and the maids will beat me to make me do great work, and I am but a little girl, and I can't do"; and then I cried again till I could not speak any more. This moved my good motherly nurse, so that she resolved I should not go to service yet; she bid me not to cry, and she would speak to Mr Mayor, and I should not go to service till I was bigger.

Well, this did not satisfy me, for to think of going to service at all was such a frightful thing to me, that if she had assured me I should not have gone till I was twenty years old, it would have been the same to me. When she saw I was not pacified yet, she began to be angry with me. "And what would you have ?" says she. "Don't I tell you that you shall not go to service till you are bigger ?" "Ay", says I, "but then I must go at last." "Why, what", says she, "is the girl mad ? What ! would you be a gentlewoman ?" "Yes", says I, and cried heartily till I roared out again.

Aids

At work—working. *After a while*—after some time. *In time*—in course of time (समय आने पर, धीरे-धीरे). *Maids*—maid-servants. *Bid*—ordered. *Frightful*—fearful. *Pacified*—calm and quiet (शान्त). *Must go*—must have to go. *Heartily*—bitterly. *Roared*—cried.

XVI

My good old nurse, Mrs Mayoress, and all the rest of them did not understand me at all, for they meant one sort of thing by the word 'gentlewoman', and I meant quite another; for alas ! all I understood by being a gentlewoman was to be able to work for myself, and get enough to keep me without going to service, whereas they meant to live great and high, and I know not what.

Well, after Mrs Mayoress was gone, her two daughters came in, and they called for me and talked a long while to me, and I answered them in my innocent way, but always, if they asked me, whether I resolved to be a gentlewoman, I answered, yes. At last, they asked me

what a gentlewoman was. That puzzled me much. However, I explained myself negatively that it was one that did not go to service to do house-work; they were mightily pleased, and liked my little prattle to them.

Aids

One sort of—one kind of. *Keep me*—maintain me. *To live great and high*—high living (विलासितापूर्ण जीवन). *Long while*—long time. *Resolved*—decided. *Puzzled*—confused (घबराना). *Mightily*—greatly. *Prattle*—talk.

XVII

The light has gone out of our lives and there is darkness everywhere and I do not quite know what to tell you and how to say it. Our beloved leader, Bapu as we call him, the father of our nation, is no more. Perhaps I am wrong to say that. Nevertheless, we will not see him again as we have seen him these many years. We will not run to him for advice and seek solace from him, and that is a terrible blow not to me only but to millions and millions in this country. And it is difficult to soften the blow by any advice that I or anyone else can give you.

The light has gone out, I said and yet I was wrong. For the light that shone in this country was no ordinary light. The light has illumined this country for these many years, will illumine this country for many more years, and a thousand years later that light will still be seen in the country, and the world will see it and it will give solace to innumerable hearts. For the light represented the living truth, and the eternal man was with us with his eternal truth reminding us of the right path, drawing us from error, taking the ancient country to freedom.

All this has happened. There is much more to do. There was so much for him to do. We could never think that he was unnecessary or that he had done his task. But now, particularly, when we are faced with so many difficulties, his not being with us is a blow most terrible to bear.

A mad man has put an end to his life.

Aids

No more—dead. *Solace*—consolation (धीरज). *Illumine*—प्रकाश देना. *Eternal*—undying. *Blow*—चोट.

XVIII

A Californian girl of thirteen wrote in a letter: "I was really terribly sad to hear about Gandhi's death. I never knew I was

interested in him but I found myself quite unhappy about the great man's death !"

In New York, a twelve-year-old girl had gone into the kitchen for breakfast. The radio was on and it brought the news of the shooting of Gandhi. There, in the kitchen, the girl, the maid and the gardener held a prayer meeting and prayed and wept. Just so, millions in all countries mourned Gandhi's death as a personal loss. They did not quite know why; they did not quite know what he stood for. But he was a good man and good men are rare.

'I know no other man of any time or indeed in recent history', wrote Sir Stafford Cripps, 'who so forcefully and convincingly demonstrated the power of spirit over material things.'

'Gandhi had demonstrated', Professor Albert Einstein asserted, 'that a powerful human following can be assembled not only through the cunning game of the usual political manoeuvres and trickeries but through the cogent example of a morally superior conduct of life. In our time of utter moral decadence, he was the only statesman to stand for a higher human relationship in the political sphere.'

Aids

Mourned—became sorrowful. *Spirit*—spiritual (आध्यात्मिक). *Forcefully*—powerfully. *Asserted*—stated. *Manoeuvres*—clear plan. *Trickeries*—tricks. *Cogent*—convincing. *Utter*—total. *Decadence*—decay. *Statesman*—politician. *Sphere*—field.

XIX

General Douglas MacArthur, supreme Allied military commander in Japan, said, 'In the evolution of civilization, if it is to survive, all men cannot fail eventually to adopt Gandhi's belief that the process of mass application of force to resolve contentious issues is fundamentally not only wrong but contains within itself the germs of self-destruction.' Lord Mountbatten, last British Viceroy in India, expressed the hope that Gandhi's life might 'inspire our troubled world to save itself by following his noble example.' The world-wide response to Gandhi's death was in itself an important fact; it revealed a widespread mood and need. There is still some hope for the world which reacted as reverently as it did to the death of Gandhi. Albert Deutsch declared in the New York newspaper, P M., 'The shock and sorrow that followed the New Delhi tragedy shows we still respect sainthood even when we cannot fully understand it.' To the statesmen and politicians who eulogised him, Gandhi was at least a reminder of their own inadequacies.

Aids

Evolution—progress. *Survive*—live. *Eventually*—finally. *Application*—use. *Resolve*—decide. *Contentious*—disputable (झगड़ा या कलह

से ग्रस्त). *Fundamentally*—basically (बुनियादी तौर पर). *Inspire*—प्रेरणा देना. *Reverently*—honourably. *Sainthood*—goodness. *Eulogised*—praised. *Inadequacies*—incompleteness, weakness (अपूर्णता).

XX

Al (Thomas Alva Edison) was not a pupil after the teacher's heart. He paid little attention to the books and kept asking questions, just as he had done at home. He either talked to his classmates when he should have listened to the instructor's words or dreamed with open eyes.

One afternoon, eight-year-old Al came home from school and went straight to his mother. 'Ma', he asked, 'what is addled ?' Mrs Edison laughed. 'Don't you know what an addled egg is ? It means, it is rotten.' 'Yes, Ma, I know that all right. But what's an addled boy ?'

'Well, it's just another word for crazy.'

'And what is "not normal", Ma ?'

'Not normal—well, it means......But where did you hear those words ?'

Al looked at her seriously. 'The Inspector visited our school today, and asked teacher about boys. You know I ve very good ears Ma. I heard what teacher said when he pointed me out to the Inspector. He said I'm addled. I'm not normal like other boys. It's a waste of time letting me go to school.

Mrs Edison jumped up. 'So he said that about you, did he ?' she cried with flashing eyes. 'Come along, I'm going to have a nice little chat with him, as one teacher to another.'

And she marched to the school-house dragging Al behind her.

'I know, what you said to the Inspector about my boy', She told the teacher. 'Well, if anybody here is addled, it's you. You could call yourself lucky if you had half as much brain as Al.' 'And mark my words', she added thumping her little fist on the frightened schoolmaster's desk, 'some day the world will hear of him—but never of you !' Then she turned on her heels, and took the boy home. 'You won't have to go back there', she told him, 'I'm going to do the teaching myself.' And she did.

Aids

Addled—rotten, unproductive. *Crazy*—mad, of unsound mind. *Normal*—usual, common. *Flashing*—angry, shining. *Chat*—talk. *Thumping*—striking hard (पटकते हुए). *Fist*—मुट्ठी. *Turned on her heels*—returned quickly.

XXI

The conditions under which democracy can flourish are difficult to

define; but one thing is clear that democracy is always a slow growth, whereas dictators may rise to power and inaugurate a new regime with dramatic suddenness and success under suitable conditions. One great new force has appeared in the world since the Great War, the art of modern propaganda. It is invaluable to the dictator who can inculcate his creed day by day through the press, the cinema, the radio, to the whole body of the people and can suppress all counter propaganda. It is a terrible danger to democracy, since it tends to destroy the sound and commonsense judgement of the people which depends on constant access to facts and on honest public discussion based on those facts.

Then again the kindly and co-operative outlook which alone can make democracy a success depends on material conditions, on the economic security and welfare of the whole of the people; a starving man or a man in constant fear of unemployment cannot be expected to be a good citizen of democracy.

And lastly, war is utterly hostile to democracy. The horrors and passion of war inevitably produce a war mentality under which the method of democracy becomes impossible.

Aids

Flourish—prosper. *Inaugurate*—start. *Regime*—rule, administration (शासन). *Invaluable*—very helpful. *Inculcate*—impress. *Creed*—principle (सिद्धान्त). *Counter*—opposite. *It tends to*—it has a tendency to. *Access*—reach, approach. *Hostile*—unhelpful, opposed. *Inevitably*—necessarily. *Mentality*—attitude.

XXII

The civilization of China, as everyone knows, is based upon the teaching of Confucius, who flourished five hundred years before Christ. Like the Greeks and the Romans, he did not think of human society as naturally progressive; on the contrary, he believed that in remote antiquity rulers had been wise and the people had been happy to a degree which the degenerate present could admire but hardly achieve. This, of course, was delusion. But the practical result was that Confucius, like other teachers of antiquity, aimed at creating a stable society, maintaining a certain level of excellence, but not always striving after new success. In this he was more successful than any other man who ever lived. His personality has been stamped on Chinese civilization from his day to our own. During his life-time the Chinese occupied only a small part of present day China and were divided into a number of warring states. During the next three hundred years, they established themselves throughout what is now China proper, and founded an empire exceeding in territory and population, any other that existed until the last fifty years. In spite of barbarion invasions, Mongol and Manchu dynasties and occasional longer or shorter periods of chaos and civil war, the

Confucian system survived, bringing with it art and literature and a civilized way of life.

Aids

Remote antiquity—distant past. *Degenerate*—fallen, degraded. *Admire*—praise. *Delusion*—illusion, false idea (धोखा). *Striving*—trying. *Stamped*—imprinted (अंकित). *Warring*—fighting. *Barbarian*—uncivilized. *Invasion*—attack. *Chaos*—anarchy (अराजकता). *Dynasty*—line of kings (पीढ़ी).

XXIII

The hand-spinning and weaving industries aie extremely important in balancing our village economy. Therefore Mahatma Gandhi carried on a life-long crusade for the encouragement and growth of these industries. For many years all leaders and working members of the Indian National Congress have worn clothes prepared from cloth woven on the handloom from hand spun yarn. The All India Spinners Association, started under Gandhiji's inspiration, has done excellent work in popularising *khaddar* or hand-woven cloth made from hand-spun yarn. It has also helped the handloom worker by supplying him with materials and with advice for the improvement of the quality of his product. More than a crore and a half yards of *khaddar* is produced in India every year. This cloth has been a great boon to many people during the recent shortage of mill-made cloth.

Hand-made cloth always costs more than mill-made cloth. For this reason some people say that the industry should be allowed to die and cloth be produced in the mills. Those who see the benefits brought by the handloom industry to the villager say that it should be supported even by restricting the growth of mills. The Ministry in Madras has decided that no new mills should be started in the province and that every encouragement should be given to handloom industry. These are extremely opposite views. One thing is clear, however, viz., that more than 60 lakhs of people earn their livelihood in their own homes with the help of the handloom industry. Until alternative work is found for this large number of people, encouragement must be given to the industry.

Aids

Crusade—holy fight. *Yarn*—सूत. *Boon*—blessing (वरदान). *Restricting*—limiting (सीमित करना). *Alternative*—some other work.

XXIV

Workers, who repeat the same operation day after day, can take

no pleasure or pride in their work. Their chief pleasure in life is outside the factory. Their work is dull and they spend their time with one eye on the clock It is realised that modern work is often dull and in some factories a wireless set or a gramophone is turned on to provide music for the workers. In spite of various attempts to brighten the lives of the workers, however, the average man in a factory is rather to be pitied than envied. The dullness of his life is one of the drawbacks of mass production. Some people consider that man is becoming the slave of the machine. Let us hope that machines will never become more important than the men they were intended to serve. We must all hope that means will be found to retain the advantages arising out of mass production, while at the same time giving the worker some of the pride and pleasure of the old craftsman. Charlie Chaplin in his film "Modern Times" drew attention to the dangers of mass production and to the need for safeguarding man's individuality from the tyranny of the machine. In the film, Charlie Chaplin got a job in a factory that employed mass-production methods. He had to stand by a machine with a spanner in his hand. An endless belt passed in front of him, carrying slowly an endless line of articles. As each one passed, he tightened one nut in one bolt with his spanner. His work was done with one turn of the wrist repeated throughout the day. Very soon his mind became affected and the film showed the amusing things which he did as a result of his mental disorder. It showed that the kind of work which many people do, far from giving them pride and pleasure, is more likely to fit them for the lunatic asylum.

Aids

Operation—work. *Drawback*—defect. *Craftsman*—artisan (कारीगर). *Safeguard*—protect (रक्षा). *Tyranny*—cruelty (क्रूरता). *Spanner*—पाना, रेंच, कसने या खोलने वाला औजार. *Wrist*—कलाई. *Lunatic asylum*—पागलखाना.

XXV

Education, taken in its most extensive sense, is properly that which makes the man. One method of education, therefore, would only produce one kind of men; but the great excellence of human nature consists in the variety of which it is capable. Then instead of endeavouring, by uniform and fixed systems of education, to keep mankind always the same, let us give free scope to everything which may bid fair for introducing more variety among us. The various character of the Athenians was certainly preferable to the uniform character of the Spartans or to any uniform national character whatever. Uniformity is the characteristic of the brute creation. Among them every species of bird build their nest with the same materials and in same form; the genius and disposition of one individual is that of all and it is only the education which men give them that raises any of them much above others But it is the glory of human nature that the operations of reason, though variable and by no means infallible,

are capable of infinite improvement. We come into the world worse provided than any of the brutes; but when their faculties are at a full stand and their enjoyments incapable of variety or increase, our intellectual powers are growing apace; we are perpetually deriving happiness from new sources, and even before we leave this world, are capable of tasting the felicity of angels.

Aids

Extensive—wide. *Excellence*—superiority. *Endeavouring*—trying. *Uniformity*—sameness. *Disposition*—स्वभाव. *Apace*—swiftly. *Perpetually*—constantly. *Felicity*—delight.

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CHAPTER XXIII

COMPREHENSION

Comprehension का अर्थ होता है 'समझना'। किसी गद्यांश या पद्यांश को पढ़कर उसे समझना आवश्यक है, क्योंकि इसके बिना जीवन के किसी भी क्षेत्र में सफलता मिलना असम्भव है। एक बात और। Comprehension के बिना आप precis, substance, explanation, critical appreciation आदि कुछ भी नहीं लिख सकते। इसका कारण यह है कि इन सबके लिए दिये गये पद्यांश या गद्यांश को ठीक से समझना पड़ता है। इसलिए आप Comprehension का अभ्यास अवश्य करें। इस अभ्यास के लिए इन बातों का ध्यान रखें—

I. MEANING; II. LANGUAGE; III. LENGTH.

I. MEANING

Comprehension के लिए यह आवश्यक है कि आप दिये गये गद्यांश या पद्यांश का meaning (अर्थ) ठीक से समझें। इसलिए उसे दो-तीन बार पढ़ें और तब प्रश्न का उत्तर दें। प्रश्न की भाषा का पूरा ध्यान रखें और उसका अर्थ समझें। प्रश्न को समझना आवश्यक है, क्योंकि इसके बिना आपका उत्तर ठीक हो ही नहीं सकता। इसके लिए आप प्रश्न में प्रयुक्त what, how, where, when, who, why इत्यादि शब्दों का ध्यान रखें और सोचें कि प्रश्न क्या है। प्रश्न का उत्तर तो दिये हुए पद्यांश या गद्यांश में रहता ही है। उसे सावधानी से खोज निकालना है। यदि प्रश्न ही समझ में न आये, तो उत्तर कैसे दिया जा सकता है?

II. LANGUAGE

1. दिये हुए प्रश्न का उत्तर अपनी भाषा में लिखें। कुछ लोग दिये गये पद्यांश या गद्यांश के ही कुछ वाक्यों को चुनकर प्रश्न का उत्तर बना लेते हैं। यह उचित नहीं। उत्तर आप अपना वाक्य बनाकर दें।

2. उत्तर देने में व्याकरण के नियमों का पालन करना आवश्यक है। इसलिए वाक्य शुद्ध (correct) और पूरा (complete) होना चाहिए, बातचीत की भाषा में नहीं; जैसे—

What is your name?

आप ऐसा न कहें—Ram. आप पूरे वाक्य में उत्तर दें—My name is Ram.

Comprehension में इस प्रकार के बहुत-से प्रश्न किये जाते हैं। आप उनका उत्तर पूरा वाक्य बनाकर दें, टेलीग्राम (telegram) की भाषा में नहीं।

3. उत्तर देने में आप उसी Tense और Person का प्रयोग करें जो प्रश्न में रहें। ऐसा नहीं करने पर उत्तर हास्यास्पद हो जाएगा।

4. उत्तर देने में Indirect Narration का प्रयोग करना चाहिए, क्योंकि यदि आप Inverted commas "...." के बीच में रखे गये वाक्यों को यों ही रख देंगे, तो इसका अर्थ यह होगा कि आपने कुछ समझा ही नहीं और इसलिए उन वाक्यों को यों ही रख दिया है।

5. भाषा सरल होनी चाहिए, अलंकृत नहीं। इसलिए गद्यांश या पद्यांश में जो अलंकार (Figures of Speech) रहें, उन्हें छोड़ दें और सारांश समझकर उसे अपनी भाषा में लिखें। इस प्रकार भाषा सरल हो जाएगी और मालूम पड़ेगा कि वह आपकी अपनी चीज है, चोरी का माल नहीं।

III. LENGTH

1. दिये हुए प्रश्न का उत्तर कितना बड़ा या छोटा हो, इसका कोई नियम नहीं। यह तो निर्भर है प्रश्न पर। किसी प्रश्न का उत्तर छोटा ही हो सकता है, वह बड़ा हो ही नहीं सकता। यदि आप उसे बड़ा बना देंगे, तो यह अनावश्यक (irrelevant) समझा जायगा और इसलिए अंक (marks) कम मिलेंगे। Comprehension एक प्रकार की बुद्धि-परीक्षा (intelligence-test) है। इसलिए आपसे जितना पूछा जाए, उतना ही उत्तर दें। इस प्रकार आपका जवाब चुस्त और दुरुस्त होगा।

2. कभी-कभी ऐसा प्रश्न किया जाता है, जिसके कई उत्तर हो सकते हैं। यदि किसी गद्यांश या पद्यांश का शीर्षक (title) देने को कहा जाए, तो भिन्न-भिन्न प्रकार के उत्तर दिये जा सकते हैं। इसलिए वैसी अवस्था में आप अपना विचार तर्क (reasoning) के साथ रखें और उसका कारण बताएँ। इससे उत्तर कुछ बड़ा तो अवश्य होगा, पर साथ-साथ अच्छा भी।

EXERCISES WORKED OUT

1

Gandhiji always loved his people—Muslims as much as Hindus. Even when Pakistan was formed, he spoke for the Muslims of India, who were comparatively so few in number. Many Hindus thought that he favoured the Muslims too much. Nathuram Godse held misguided ideas of this kind. At a prayer meeting at Birla House in New Delhi, Godse shot Gandhiji on 30th January, 1948. The great Mahatma died with 'Hey Ram' on his lips. He was murdered, yet he was calm and peaceful even in death. It seemed as if he were sleeping.

Q. 1. Why was Gandhiji shot dead ?
2. Where and when was he murdered ?
3. How did he look after murder ?

Ans. 1. Gandhiji loved all men, both Hindus and Muslims. He loved the Indian Muslims even after the formation of Pakistan. Many Hindus thought that he favoured the Muslims. Nathuram Godse held similar views. So he shot Gandhiji dead.

2. Gandhiji was murdered on the 30th January, 1948. Godse shot him dead at a prayer meeting at Birla House in New Delhi.

3. The Mahatma looked peaceful and cheerful even after his murder. It appeared as if he were sleeping rather than dead. There was no sign of sorrow or revenge on his face.

2

I

Fair daffodils, we weep to see
You haste away so soon;
As yet the early-rising sun
Has not attained his noon.
Stay, Stay
Until the hasting day
Has run.
But to the evensong;
And, having pray'd together, we
Will go with you along.

II

We have short time to stay, as you;
We have as short a spring;
As quick a growth to meet decay,
As you, or anything.

III

We die
As your hours do, and dry
Away
Like to the summer's rain;
Or as the pearls of morning's dew
Ne'er to be found again.

Q. 1. Why does the poet weep to see the fair daffodils ?
2. What does he think about man's life ?
3. Explain the line : Like to the summer's rain.

Ans. 1. Generally, beautiful things make us happy, because we look at the beauty of things. But the poet here does not look at the beauty of the daffodils. His eyes are on the short life of the fair daffodils. Naturally, he is reminded of his own short life and also of the short life of others. So he weeps to see the lovely daffodils.

2. Daffodils have a short spring. They grow and decay very quickly. Similar is the fate of human beings.

3. The poet in this line compares man's life to summer's rain. In summer the earth is very hot. So, when rain-drops fall, they disappear quickly. This is true of man's life as well. Life on this earth, therefore, is very much like rain in summer.

EXERCISE

1

He prayeth well, who loveth well
Both man and bird and beast.
He prayeth best, who loveth best
All things both great and small;
For the dear God who loveth us,
He made and loveth all.

Q. 1. What is the best form of prayer ?
2. Why should you love all things both great and small ?
3. Suggest a suitable title.

Aids

Prayeth—prays (प्रार्थना करता है). *Loveth*—loves (प्यार करता है).

2

I

I lay in sorrow, deep distressed;
My grief a proud man heard;
His looks were cold, he gave me gold,
But not a kindly word.

II

My sorrow passed,—I paid him back
The gold he gave to me;
Then stood erect and spake my thanks,
And blessed his charity.

III

I lay in want, in grief and pain;
A poor man passed my way;
He bound my head, he gave me bread,
He watched me night and day.

IV

How shall I pay him back again
For all he did to me ?

Oh, gold is great, but greater far
Is heavenly sympathy !

Q. 1. Suggest a suitable title.
2. How did the proud man treat the poet when he (the poet) lay in sorrow ?
3. What did the poet do when his sorrow passed away ?
4. How did the poor man treat the poet when he (the poet) lay in grief and pain ?
5. Which is greater—gold or sympathy ? Give reasons.

Aids

Lay—पड़ा था. *Deep distressed*—बहुत कष्ट में *Grief*—कष्ट. *Cold*—प्रेम और प्रसन्नता-रहित. *Erect*—सीधा. *Spake*—spoke. *Spake my thanks*—thanked.

3

Abou Ben Adhem (may his tribe increase !)
Awoke one night from a deep dream of peace,
And saw, within the moonlight in his room,
Making it rich, and like a lily in bloom,
An angel writing in a book of gold.
Exceeding peace had made Ben Adhem bold,
And to the presence in the room he said,
"What writest thou ?"—The vision rais'd its head,
And with a look made of all sweet accord,
Answered "The names of those who love the Lord."
"And is mine one ?" said Abou. "Nay, not so,"
Replied the angel. Abou spoke more low,
But cheerly still; and said, "I pray thee, then,
Write me as one that loves his fellow-men."
The angel wrote, and vanished. The next night
It came again with a great wakening light,
And show'd the names whom love of God had blest.
And lo ! Ben Adhem's name led all the rest.

Q. 1. Why should Ben Adhem's tribe increase ?
2. What did Ben Adhem see when he awoke from a deep dream of peace ?
3. What did he ask the angel and what did the angel reply ?
4. Why did Ben Adhem's name top the list of the blessed ?
5. Do you love the Lord, or your fellowmen, or your own self, or all these at the same time, or none at all ? Give reasons for your choice.

Aids

Tribe—race (जाति). *Lily in bloom*—खिली हुई कुमुदिनी. *Exceeding*—

बहुत. *Vanished*—disappeared (विलीन हो गया). *Led all the rest*—सबसे ऊपर था।

4

My heart leaps up when I behold
A rainbow in the sky.
So was it when my life began;
So is it now I am a man,
So be it when I shall grow old,
Or let me die!
The child is father of the man;
And I could wish my days to be
Bound each to each by natural piety.

Q. 1. How does the poet feel when he sees a rainbow in the sky?
2. How did he feel when he saw it (rainbow) in his childhood?
3. What feelings does he wish to have towards it in his old age?
4. How do you feel when you see a rainbow?

Aids

Heart leaps up—हृदय आनन्दविभोर हो उठता है. *Behold*—देखना. *Life began*—बचपन. *Man*—youngman. *So be it*—ऐसा ही हो. *Days to be*—आने वाले दिन; भविष्य. *Piety*—पवित्रता.

5

Ram Mohan Roy was born at Radhanagar in the Hoogly district of Bengal on May 22nd, 1772. His father, Ramkanta Roy, had settled at Radhanagar after giving up his post under Sirajuddoula, the Nawab of Bengal. He had been unjustly treated by the Nawab, and he also had some trouble about his lands. So, he became somewhat unattached to the world, and generally spent his time in prayer and thinking of God.

Ram Mohan's mother, Tarini Devi, was a very religious woman. She believed faithfully in the sound nature of the Hindu religion as it was then understood. Her great belief is shown by the fact that once she went for a pilgrimage to Puri on foot, without taking even a maidservant with her.

Q. 1. When and where was Ram Mohan Roy born?
2. Why did his father give up his post under Sirajuddoula?
3. Give a brief description of his mother.
4. How do you know that his mother had great belief in the Hindu religion?

Aids

Giving up—छोड़ना, त्यागना. *Pilgrimage*—तीर्थयात्रा.

6

Among the many scientists who helped to advance human knowledge, Jagadish Chandra Bose holds an important position. He was born in East Bengal, near Dacca, on November 30, 1858. His father was a Deputy Magistrate at Faridpur where Jagadish spent most of his childhood. He was a very inquisitive child, always asking questions. His father always tried to answer all his questions; he was never told not to ask them. He went to a Bengali school at the age of five, for his father wanted him to learn his own language and get to know his people before taking up English studies.

Jagadish Chandra wanted to go to England and complete his studies there. But there were many difficulties. His father had lost much of his money which he had spent on tea plantation. His mother's love for him was great; she could not think of parting with her only son for so long. It seemed that Jagadish Chandra's hopes would never be fulfilled. He felt sad and discouraged.

However, his mother found that he would not be happy unless he went to England. She made up her mind to bear the sorrow of separation. Now, the only thing was to get money. For such a mother, this was no difficult task either. She sold her jewellery and got the money. So, Jagadish was able to go to England.

Q. 1. Describe the early life of Jagadish Chandra Bose.
2. What were his difficulties when he wanted to go to England ?
3. How were the difficulties solved ?

Aids

Inquisitive—curious (इच्छुक, जिज्ञासु). *Tea plantation*—चाय-बगान. *Made up her mind*—decided (तय किया).

7

Portia : Do you admit the bond ?
Antonio : I do.
Portia : Then the Jew must be merciful.
Shylock : Must I ? Who can force me to show mercy ? Tell me that.
Portia : Mercy is never forced. It comes naturally. We should all show mercy to one another.
Shylock : I will have nothing to do with mercy. I ask for justice.
Portia : But justice should always be softened by mercy.

Shylock : I know nothing of that. I must have what is due to me on my bond.
Portia : Is he (Antonio) not able to pay the money ?
Bassanio : Yes. Here I offer it for him (Antonio) in the court. I am prepared to pay it ten times over.
Shylock : I will not have it.

Q. 1. How does Portia try to persuade Shylock (the jew) to show mercy ?
2. What is Shylock's demand ?
3. Which is greater—mercy or justice ? Give reasons,

Aids

Softened—मुलायम किया हुआ, मिलाया हुआ. *Due*—बाकी. *Bond*—दस्तावेज.

8

Jumman had an old relation, a maternal aunt who had some property. This she transferred to him by a deed on the understanding that she would be well looked after. So long as the deed remained unregistered none was so obliging to the old lady as her nephew, none so considerate to her. Her every wish was anticipated and cheerfully carried out. Jumman who used to wait dotingly on his old aunt now became supremely indifferent. His wife, Kariman, went even farther. She grudged even the little food that the old lady ate. No meal was now served to her without Kariman letting loose a barb or two dipped in gall or poison. The very bread that the aunt ate seemed to be seasoned with the meat of abuse. And this went on mounting.

Q. 1. How did Jumman treat his maternal aunt before her property was transferred to him by a deed ?.
2. How did he and his wife treat her after the deed was registered ?
3. Suggest a suitable title.

Aids

Deed—दास्तावेज. *Obliging* – कृतज्ञ. *Considerate*—विवेकशील. *Anticipated*—पहले ही समझ लिया जाता था या अनुमान कर लिया जाता था. *Dotingly*—बहुत प्रेम से. *Wait on*—सेवा करना. *Supremely*—बहुत ही. *Indifferent*—उदासीन. *Grudged*—ईर्ष्या करती थी. *Barb*—तीर की नोक. *Dipped*—डुबाया हुआ. *Gall*—निर्दयता, कठोरता. *Seasoned*—मिलाया हुआ. *Mounting*—बढ़ता हुआ.

9

Arthur journeyed quickly from Ireland on receiving news of his

grandfather's death. He was now Squire; and as he travelled towards his home, he thought of all he would have to do for the good of the estate and his tenants. Then he thought of the Poyser family and Hetty. He was at ease now about Hetty, for Mr Irwine's letter had told him of her coming marriage with Adam. He was glad of this pretty little Hetty ! So, she had not cared for him half so much as he had cared for her ! Well, he certainly was not in love with Hetty now ! But he could feel that Hetty's husband had a special claim on him. He felt he could now offer Adam friendship again in spite of that painful memory. Well, here was Hayslope at last ! And here was the dear old home ! Arthur jumped from the carriage, ran up the steps and entered the house.

"Your letters are waiting for you, Sir", said his servant. Arthur found them on his table and on the top of the heap was one from Mr Irwine. Arthur took it up carelessly and read—

"I send this in a hurry, dear Arthur, because I had to go to Stoniton to perform the most painful duty. I will not add anything to the pain and sorrow that will now come upon you. I must just tell you the simple fact. Hetty Sorrel is in prison, and is awaiting punishment for killing her own child.

Q. 1. Why did Arthur journey quickly from Ireland ?
2. What did he think as he travelled towards his home ?
3. What were the contents of the letter from Mr Irwine ?

Aids

Journeyed—travelled. *Tenants*—प्रजा. *At ease*—comfortable, at peace. *Memory*—याद. *Heap*—ढेर (collection).

10

At last Hetty reached a place she knew. But now she had spent nearly all her money, and was feeling ill and very tired. Quite unable to go any farther, she turned into a field, and walked along a path leading to a wood. She reached the wood and sat down under the trees. These last days of Hetty's wanderings had been terrible, for, not only had she had little to eat, but had not always slept under a roof, so afraid was she of not having enough money to last till she got home again.

She could no longer think clearly of what to do. At one time she decided to make her way to Dinah, remembering that her cousin had told her to think of her if ever she was in trouble. At another time to go straight home seemed the thing she most desired. But when she thought of the shame that she would have to face, she knew that she could do neither. It would be easier to take her own life !

Q. 1. Describe the last days of Hetty's wanderings.
2. Could she think clearly of what to do? Why didn't she like to return home?
3. Suggest a suitable title.

Aids

Wood—जंगल. *Little to eat*—almost nothing to eat. *Under a roof*—in a house. *Make her way*—go. *Ever*—कभी. *Take her own life*—kill herself, आत्महत्या करना.

▪ ▪ ▪

CHAPTER XXIV

EXPANSION

Expansion का अर्थ होता है—पल्लवन अर्थात् किसी भाव/विचार का विस्तार करना। इस प्रकार **Expansion** (पल्लवन) और **Explanation** (व्याख्या) में बहुत कुछ साम्य है क्योंकि ये दोनों ही भाव/विचार के विस्तृत रूप होते हैं। इस दृष्टि से **Expansion** (पल्लवन) का विपरीतार्थ है **Precis-writing** (संक्षेपण) क्योंकि **Expansion** होता है बड़ा रूप, पर **Precis-writing** होता है संक्षिप्त या छोटा रूप।

Expansion के लिए इन बातों का ध्यान रखें—

1. दिये गये वाक्य का अर्थ ठीक से समझें। कभी-कभी छोटे-छोटे वाक्यों (विशेषकर प्रसिद्ध कथनों तथा कहावतों) में गूढ़ भाव कूट-कूट कर भरे रहते हैं। इसलिए दिये गये वाक्य का अर्थ सावधानी से समझने की कोशिश करनी चाहिए।

2. दिये गये वाक्य के भाव/विचार का विस्तार सटीक उदाहरण/वर्णन की सहायता से करें, पर दुहरावट के दोष से अवश्य बचें।

3. विस्तार करने का अर्थ होता है भिन्न-भिन्न दृष्टिकोणों से विचार करना, एक ही बात को बार-बार कहना नहीं। भाव/विचार का खंडन-मंडन या टीका-टिप्पणी न करें।

4. किसी बात का कितना विस्तार किया जाए? मेरे जानते भाव/विचार का विस्तार 15-20 पंक्तियों में किया जाना चाहिए। बहुत अधिक विस्तार कर देने से पल्लवन (Expansion) बन जाता है। निबन्ध (Essay) और पल्लवन का आकार निबन्ध से तो छोटा होना ही चाहिए न!

5. अपनी भाषा का प्रयोग करें और व्याकरण के नियमों का ध्यान रखें।

अब **Expansion** के कुछ नमूने देखें—

1. Birds of a Feather Flock Together

Birds of the same sort live together. Crows live with crows. They can't live in the company of kites and vultures. This is the true of insects and animals too. Ants live in company of ants, and dogs live with dogs. Dogs don't like to live with lions and tigers. So, it is with man as well. Good boys keep the company of good boys and bad boys keep the company of bad ones. Scholars like to live with scholars, and not with fools.

In this way, every one selects the company of his choice. Our taste or like mindedness decides this selection. Our likes and dislikes play an important role in the selection of our friends.

2. Peace Hath Her Victory No Less Renowned Than War

Which is greater—the victory of war or the victory of peace? A

war wins a victory and soldiers and warriors are called conquerors. They are praised for their adventure, sacrifice and glorious conquers.

But victories of war are not lasting. Great conquerors appear and disappear like falling stars. On the contrary, the heroes of peace don't produce a class of victims. The victories of peace bring health and happiness, knowledge and wisdom. War conquers an enemy but peace conquers time and space and opens golden gates to human progress and prosperity. In this way, the victories of peace are more glorious than those of war.

3. Honesty Is The Best Policy

Honesty is necessary in every walk of life. You cannot be a good businessman if you are not honest. You may cheat some people for some time and even all people for some time. But you cannot cheat all people for all times. A dishonest shop-keeper mav earn a flood of wealth. But a flood, we know, does not last long. In public life, too, honesty is essential. You cannot become a great leader without honesty. A dishonestl eader may get wealth and power. But he loses everything very soon. A dishonest leader is not a star. He is only a falling-star.

4. Union (Unity) Is Strength

What will happen if your fingers are cut off ? Your hands will lose their strength. They will not work well. Human body is like a machine. It has hundreds of parts. All the parts work together and give strength to this machine. If even the smallest part goes wrong, this machine can't work. You are able to stand because your legs are united. If one leg is cut off, you will fall down. So, strength lies in unity and co-operation.

A society, too, cannot do without unity. Man is a social animal. He helps others, and others help him in turn. He has to depend on his friends and neighbours. If they are united, the society will be strong. Even birds and animals show a wonderful sense of unity. Ants are very small. But when they unite, they form a strong army. You cannot break a bundle of sticks. But how easily you break them one by one !

5. Waste Not, Want Not

We earn a lot and still we are not happy. Why so ? We do not know the art of spending. We spend without any plan. We don't cut our coat according to the cloth. We beg and borrow and even steal to fulfil our wants. We spend a lot over drinking and gambling.

There is a huge waste on the occasion of marriage and other social functions. How foolishly food is wasted ! We do not care

to save small things. We forget that little drops of water make an ocean The result is a tragic waste and a miserable life.

6. Sweet Are The Uses Of Adversity

Suffering is bitter but the uses of suffering are sweet. The poet rightly says—

> The bud may have a bitter taste,
> But sweet will be the flower.

Adversity is a blessing in disguise. It is a nice training for our heart, mind and soul. The forces of character are brought to light. We pick up greater strength to face life even more bravely.

Suffering is a kind of trial, not a punishment. It comes only to test our merits. Suffering is like hot fire. Fire does not burn a piece of gold. It only purifies it. In the same way, suffering makes us stronger and wiser. It refines our character as fire refines gold.

EXERCISE

Expand the idea contained in one of the following—

1. All that glitters is not gold.
2. A stitch in time saves nine.
3. Rome was not built in a day.
4. Slow and steady wins the race
5. Make hay while the sun shines.
6. To err is human, to forgive divine.
7. Charity begins at home.
8 A bad carpenter quarrels with his tools.
9. The crown and glory of life is character.
13. Example is better than precept.
11. God helps those who help themselves.
12. Look before you leap.

■ ■ ■

A MODEL QUESTION PAPER

(A Question Bank)

Q. 1. *Fill in the blanks with* **a/an/the**— **4 marks**

(*Questions based on the use of Articles*)

1. This is..H.M.T. watch.
2. That is...................................... ........R.T.C. bus.
3. Mohan is..............................university student.
4. This is.................................... .....one-rupee note.
5. ....Taj Mahal is one of the wonders of the world.
6. He has sent out..................SOS to the government.
7. I have lodged.....................F.I R. with the police.
8. ....Gangas is a sacred river of India.

Or

Add **a/an/the** *where necessary*—

1. Himalayas.
2. Paper.
3. ink.
4. butter.
5. tobacco.
6. milk.
7. music.
8. hour.
9. lime.
10. cement.
11. Red Fort.
12. by car.
13. cheese.
14. salt.
15. sugar.
16. grass.
17. piece of.
18. glass of.
19. idea.
20. nonsense.
21. air.
22. dirt.
23. coffee.
24. sky.
25. poet.
26. poem.
27. poetry.
28. rice.
29. fish.
30. sand.

Or

Correct errors in these sentences—

1. We make a butter and cheese from a milk.
2. Window is made of a glass.
3. House is made of a stone and brick.
4. Chair is made of a wood.
5. He is writing letter in an ink.
6. Cigarette is made of a paper aud tobacco.
7. Ring is made of a gold or a silver.

Or

Put into the singular—

1. Apple are sweet to eat.
2. Oranges grow on trees.
3. Cows are animals.
4. Eyes are blue or black.
5. Flies are insects.
6. Eggs are white.
7. They are M.L.As.
8. We are N.C.C. cadets.

9. They are Europeans.
10. They are university students.
11. These are useful books.
12. They are honest persons.

Or

Make correct sentences from this table—

A	B
This is a Dr Sinha is an I bit him on the That is an He is reading the Wheat is sold by the	L. P. School Bible Kilo new idea M. P. head

Q. 2. ***Fill in the blanks with an appropriate preposition.*** **4 marks**

(*Questions based on preposition*)

1. She has been working.............................morning.
2. He has lived here.............................five years.
3. The baby fell.............................a deep ditch.
4. Prizes were distributed..................all the boys.
5. This student is very quick..................figures.
6. That man was prevented..................speaking.
7. This boy is disqualified..................competing.
8. Lots of people have died....................cholera.
9. He went to Delhi.........air and I went......train.
10. The property was divided............the two sons.
11. Divide this apple..........................four parts.
12. She is lying...bed.
13. It is written.......................................pencil.
14. She is all..write.

Or

Fill in the blanks with a preposition given in brackets—

1. That house was destroyed.........................fire. [by, with]
2. My house is within a mile............the market. [of, from]
3. The rich lady came here............a new red car. [in, by]
4. Engines are worked here.....................steam. [by, with]
5. There is lonely little house...............the river. [on, by]
6. It has been raining here ....a week. [for, since]
7. She has been writing letters............9 o'clock. [for, since]
8. He died....................................loss of blood. [of, from]
9. He is sitting.................. ....an armchair. [in, on]

Or

Correct errors in these sentences—

1. He has investigated into the case.
2. He has resigned from his post.
3. She has interest and passion for sports.

4. He always persists to do mischief.
5. You must refrain to harm others.
6. The boy is ill since a month.
7. This girl comes from a noble family.
8. Please see me between 5 p.m. to 6 p.m.
9. He insisted me to go to Agra.
10. She is learning english since three years.

Or

Make meaningful sentences from this table—

A	B
This window is	by 7 o'clock
She has been dancing	on horseback
It smells	by her husband
We wash clothes	at painting
I will start	on grass
He is a tailor	a litre of petrol
She sat	of wine
A cow lives	made of glass
I bought	by trade
He travelled	since 9 o'clock
She is a good hand	with soap

Q. 3. *Change these sentences into Interrogatives—* **4 marks**

(*Questions based on the interchange of Assertives and Interrogatives*)

1. She is making tea.
2. They are catching fish.
3. He went home by bus.
4. She didn't inform the police.
5. He always helps me.
6. The blind can't see.
7. What your father's name is.
8. Where you come from.
9. Why she is so happy.
10. How he cleans his teeth.
11. When he learns English.
12. Where she keeps money.
13. Human nature can't change.
14. We should love ur mother.
15. We are sent to college to study.

Or

Correct these sentences—

1. Does he knows English ?
2. Why you are so angry ?
3. When he will come back ?
4. Where you keep your books ?
5. How you have came here ?
6. What he wants to eat ?
7. Didn't I warned you last week ?
8. You are going to market ?

Q. 4. *Change the voice of—* **4 marks**

(*Questions based on the change of voice*)

1. They say that Mohan is honest.
2. Someone stole my watch yesterday.
3. He satisfied everybody.
4. We elected him chairman.
5. She gave me a book.
6. Who gave you this pen ?
7. Bring a glass of water.
8. I made them laugh.
9. People consider that he is wise.
10. He wants to be treated as a minister.
11. I saw her cross the road.
12. The Taj Mahal was built by Shahjehan.
13. Who was this poem written by ?
14. I was shocked at his conduct.
15. Were you helped by Mohan ?
16. She is looking after his baby.

Or

Supply correct forms of verbs given in brackets—

1. The bell is being (ring) now.
2. A new house has been (build) here.
3. Mahatma Gandhi can never be (forget).
4. Books are being (print) here.
5. She has been (give) a prize.
6. Pandit Nehru will always be (remember).
7. He was (appoint) a teacher.
8. The horse was made (drink).
9. He never (see) a sea.
10. I (see) him a month ago.

Q. 5. *Rewrite these sentences as directed—* **4 marks**

(*Questions based on Time and Tense*)

1. He will go to Bombay next week. (use *Present Simple*)
2. She will buy a car next month. (use *Present Progressive*)
3. He will start a school next year. (use *going to*)
4. She played tennis in her youth. (use *used to*)
5. He leaves for home tomorrow. (use *Future Simple*)
6. The Prime Minister arrives tomorrow. (use *Present Progressive*)
7. He passed the examination last year. (use *Present Perfect*)
8. He is talking all the time. (use *Present Perfect Continuous*)

Or

Fill in the blanks with correct forms of verbs given in brackets—

1. The sun is.....................................now. (rise)
2. The president...............our college tomorrow. (visit)
3. The plane usually..................here at 9 a. m. (land)
4. The train regularly..................here at 4 p.m. (arrive)
5. A student.........to school at 10 a.m. everyday. (go)
6. She....................her examination last year. (take)
7. He is a vegetarian. He.......................fish. (eat)
8. He is a fisherman. He............fish everyday. (sell)
9. The baby is hungry. He....................now. (cry)

10. Mohan...............to me for over two months. (not write)
11. I...her since 1983. (not see)
12. Radha ....to the picture on Sundays. (go)
13. He is not at home; he just..........for Bombay. (leave)
14. I already....................................the work. (finish)
15. I will wait here until she.............................. (return)
16. Never before I...............such a lovely sight. (see)
17. No sooner the police.........than he fled away. (reach)
18. It is time we....................................home. (return)
19. Hardly I............to bed when I had a dream. (go)
20. Use a candle in case electricity .... (fail)
21. Please come back before it..................dark. (grow)
22. Students go to their class after the bell......... (ring)
23. Unless he works hard he..................success. (get)
24. As I started in time I......................the train. (catch)
25. Seven years have passed since I..............here. (come)
26. She..................in the kitchen since morning. (cook)
27. I..here since 1975. (live)
28. He......................in this office for five years. (work)
29. I..........................my parents a month ago. (meet)
30. While I write books she ....T. V. (watch)
31. Does't he look as if he............... ..a ghost ? (be)
32. What is he doing now ? He..................fish. (catch)
33. What will you do after passing Bachelor Exam. ? I......a Competitive Examination. (sit for)
34. What are you doing these days ? I......my Examination. (prepare for)
35. What did she buy yesterday ? She......a lot of toys. (buy)
36. If you touch electricity you........ ....a shock. (receive
37. Didn't he...............................sweets for you ? (bring)
38. Doesn't your mother..............................you ? (love)
39. She has been...............................all the time. (talk)
40. Where he....................................these days ? (live)
41. When I...................the door I opened the safe. (close)
42. Mohan..................the work after Sohan began. (finish)
43. We saw him....................................the road. (cross)
44. Newton saw an apple.................................. (fall)
45. He got the house... (build)
46. It is no use...now. (repent)

Or

Correct errors in these sentences—

1. He is leaving for home last week.
2. I have passed the examination last year.
3. The sun is sets in the west.
4. Never before I saw such a sight.
5. He is usually going to school at 10 o'clock.
6. The plane is normally taking off at 9 o'clock.
7. She is flying to London yesterday.
8. We have been learn English for five years.

9. She is going to buy a car last week.
10. I am going to the picture on sundays.
11. Take an umbrella in case it will rain
12. You can't catch the bus if you will start late.
13. Don't get off a bus until it will stop.
14. I will return home before it will grow dark.
15. No sooner I reached the station than the train whistled off.
16 He made me to sing.
17. I heard her to whisper.
18, I saw her to cross the road.
19. He was made laugh.
20. She was let to go.
21. I can't help to laugh.
22. He avoids to see me.

Or

Put a tick (√) by the right words—

1. We seldom go / are going to college on holidays
2. The teacher never sleeps / is sleeping in the class.
3. He often catches / is catching cold in winter.
4. The sun is rises / rising now.
5. The Prime Minister arrives tomorrow / yesterday.
6. He has written me a letter last week / this morning.
7. He usually wakes / is waking up early in the morning.

Or

Match the words under A and B to make correct sentences—

A	B
He reach here I have passed the examination He will She returned I saw him Mr Sinha	yesterday. a month ago. leaves for home tomorrow. next morning. this year. sail for London next week.

Or

Distinguish between these pairs of sentences—

1. She lives in London.
2. She is living in London.
3. He comes from Madras.
4. He is coming from Madras.

5. She plays tennis.
6. She is playing tennis.
7. The sun rises in the east.
8. The sun is rising in the east.

Q. 6. *Join these sentences*— **3 marks**

(*Questions based on Synthesis*)

1. Is he ill ? I don't know.
2. He is innocent. I know this.
3. Who is he ? I can't say.
4. Where is she ? I don't know.
5. When will he come ? Tell me.
6. I am not rich. I wish to be rich.
7. I do not know him. I wish to know him.
8. I didn't know him. I wished to know him.
9. He finished the work. Then he went out.
10. The bus stopped. Then I got off.
11. This diary is small. It can go into my pocket.
12. This diary is big. It can't go into my pocket.
13. We watched the children. They were playing.
14. The plane took off. We saw.

Combine these sentences as directed—

1. She is very poor. She can't buy a car. [use *so.........that*]
2. He is very rich. He can buy a big house. [use *so.........that*]
3. He was punished. He had stolen my pen. [use *for+gerund*]
4. She sings songs. She earns a lot of money. [use *by+gerund*]
5. He was very glad. He heard the news. [use *infinitive*]
6. He drew his sword. He rushed at the enemy. [use *participle*]
7. The mango fell. We saw. [use *infinitive without to*]
8. He is poor. He is happy. [use *though/although*]
9. Work hard. You will pass. [use *if/unless*]
10. Mohan is tall. Radha is tall. [use *as+adj.+as*[
11. Mohan is tall. Radha is very tall. [use *not as+adj.+is*]
12. He is rich. He is unhappy. [use *adj.+as*]
13. She didn't go to Agra. She didn't see the Taj. [use *if+past perfect*]

Q. 7. *Complete these sentences*—

(*Questions based on Analysis—structures used in Text books*)

1. Although he is young........................
2. Though she is old............................
3. If I were an examiner........................
4. ....because he was ill.
5. ....since he came here.
6. ....he would have seen the Red-Fort.
7. ....that he can't buy a car.
8. ....in case electricity fails,
9. ....you can't catch the bus.
10. ....as if the path wouldn't end.

Or

Match the clauses under **A** *and* **B** *to make meaningful sentences—*

A	B
However hard you may try	that she fell ill.
I believe it	what you are doing now.
Note it down	shouldn't throw stones.
Rich as he is	since I saw him.
She worked so hard	you can't get success.
Please tell me	since you say so.
Those who live in glass houses	so that you may not forget it.
Five years have passed	he is not very happy.

Q. 8. *Fill in the blanks with a correct word—* **4 marks**

(Questions based on Subject and Verb)

1. There............a number of books in the library. [is, are]
2. There.........................still lots to do at home. [is, are]
3. Nothing but umbrellas......................seen here. [is, are]
4. Neither of these roads......................safe today. [is, are]
5. What he needs most.............................books. [is, are]
6. Our only guide.................................the stars. [was, were]
7. Each of them......................finished the work. [has, have]
8. Neither he nor his parents.......................come. [has, have]
9. No boy and no girl............ ....come today. [has, have]
10. The eyes of an elephant..................very small. [is, are]
11. He as well as I........................singing songs. [is, am]
12. She and I..........................walking together. [is, am, are]
13. She.........................not write to me any more. [need, needs]
14. If I..........................he, I would not do it. [was, were]
15. The jury..................divided in their opinions. [was, were]
16. His knowledge of Indian languages......imperfect. [is, are]
17. The robber with all his associates......escaped. [has, have]
18. The colour of these shirts......blue. [is, are]
19. Both the bus and the train......unsafe these days. [is, are]
20. The bouquet of flowers......very lovely. [is, are]

Or

Correct errors in these sentences—

1. Can you see what appear to be a bird ?
2. Many a men were injured.
3. The price of food-stuffs have gone up ?
4. Lots of poison have been brought today.
5. The number of fools are increasing everyday.
6. Three tons of coal are enough for me.
7. The following is the new rates of taxation.
8. It is I who has always helped him.
9. It is one of the best men that has ever liked.
10. The poet and philosopher are dead now.
11. Each man and each woman are of the same view.
12. Bread and butter are a nice food.
13. The horse and carriage are waiting at the gate.

14. The thief as well as his sons were arrested.
15 The teacher with all his students have arrived now.
16. She, not less than you, are responsible for this.
17 The thief, and not his sons, were really guilty.
18. Neither she nor I is really guilty.
19. Either of these are unsafe.
20. Neither of the two boys are strong.
21. More books than one has been bought.
22. Many a man were killed in the accident.
23. Each of the students have homework to do.
24. They do not know to swim.
25. He has given his examination.
26. This is the best of the two pens.

Or

Make correct sentences from this table—

A	B
He as well as I He, and not his sons, Nothing but trees A part of the mangoes The wheels each She and I The teeth of the baby A number of leaders Lots of food More than one book	are singing. are weak. have arrived today. has been prepared. has been bought. is listening to the radio. was found guilty. is seen everywhere. are rotten. have fine spokes.

Q. 9. *Change the Direct speech into the Indirect—* **4 marks**

(*Questions based on Narration*)

1. He told me, "Good morning. I am glad to see you."
2. She told me, "Are you sad ? Why are you so sad ?"
3. I told him, "Will you send me some money ?"
4. He told me, "See me tomorrow, will you ?"
5. I told her, "You are very rich, aren't you ?"
6. He told me, "Please lend me your umbrella."
7. The teacher told us, "Don't write on desks and tables."
8. The doctor told me, "Take medicine on time."
9. The teacher told us, "Let no one come late."
10. The boy said, "Let it rain ever so hard, I will go out."
11. Radha told us, "Let us arrange a picnic tomorrow."
12. We all said, "How sweetly she sings !"
13. We all said, "What a nice place it is !"
14. He said, "What a fall, my friends !"
15. He said, "Nonsense !"
16. He told me, "Fool ! Liar !"
17. She told me, "Happy Dipawali."
18. I told her, "Congratulations."
19. He told me, "Thank you very much."
20. He told me, "I must start at once."
21. I told her, "Shall I thread the needle ?"
22. He told me, "Bravo ! You have done well."

Or

Change the Indirect speech into the Direct speech—

1. I forbade him to write on walls.
2. He requested me to lend him my pen.
3. I told him to show me his home-work.
4. He asked me whether I would help him.
5. I asked him not to smoke in my office.
6. He told me that he would leave for Delhi next day.
7. We all exclaimed with joy that we had won the match.
8. He asked me what my name was.
9. I asked her why she was so angry.
10. She advised me to take exercise daily.
11. He asked me where I was living.
12. He told me that it had been raining for a week.

Or

Correct errors in these sentences—

1. He forbade me not to smoke near a petrol pump.
2. I asked him that what you have been doing.
3. He told me that I will leave for Bombay tomorrow.
4. He told the servant that bring a cup of tea.
5. She asked me that if I am in need of money.
6. I asked him that whether you have any money on you.
7. She told me that I have been looking since morning.

Or

Make correct sentences from this table—

A	B
Mohan says He forbade me She asked me I told them Radha told me He asked me He proposed	that she would buy a car. not to touch a live wire. that we should live together. If I could lend her my bicycle. that he will take his exam. next week. to make a noise in the class. that I was glad to see them.

Q. 10. *Punctuate the following passage using Capital letters where necessary—* **3 marks**

(*Questions based on Punctuation*)

whats the matter ram asked mr prasad why are you crying is it that pain in your leg no sir said ram i have hurt my brother mohan and am sorry thats all right if you are sorry then go and tell him and shake hands he will love you again

Or

alas he is dead may he die what a lovely place it is what are you doing now

Q. 11. *Use the following idioms/phrases in sentences of your own—* **4 marks**

(*Questions based on Idioms and Phrases*)

1. apple of discord.
2. bed of roses.
3. blue blood.
4. bear garden.
5. cold war.
6. castle in the air.
7. lion's share.
8. maiden speech.
9. open secret.
10. snake in the grass.
11. white elephant.
12. wild goose chase.
13. yellow journalism.
14. swan song.
15. utopian scheme.
16. witch hunt.
17. wool gathering.
18. small fry

Or

1. at home in.
2. attend to.
3. break out.
4. come upon.
5. get rid of.
6. face the music.
7. keep out.
8. keep on.
9. look into.
10. make up one's mind.
11. pin one's hope/faith.
12. turn out.
13. steal a march.
14. a rainy day.

Make meaningful sentences from this table—

A	B
This project seems to be He was beaten She was shedding He was paid back The Prime Minister was given He opposed me The accident was	in the same coin. a red carpet welcome. tooth and nail. due to rash driving. black and blue. crocodile tears. a Penelope's web.

Q. 12. *Correct these sentences—* **6 marks**

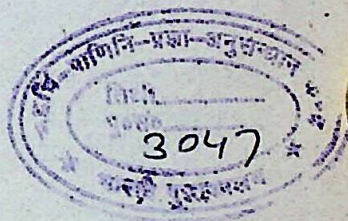
(*Questions based on common errors in use of different parts of speech*)

1. I like the poetries of Wordsworth.
2. The sceneries of Kashmir are charming.
3. All the furniture were burnt to ashes.
4. All your informations are wrong.
5. He has sold away his old machineries.
6. The gentries of the town were invited.
7. Dr Sinha is a man of words.
8. Indians have black hairs.
9. This house is made of bricks.
10. One must do his duties well.
11. Neither of the four sisters is married.
12. The mother was too glad to see her son.
13. I prevented him to drink in the office.
14. He prefers to die than to live in misery.
15. She reached the station after the train arrived.
16. Reading in the library, my dog began to bark.
17. Please don't mind me to come late.
18. If you will touch electricity you will receive a shock.
19. If she had gone to Delhi she will have seen the Red Fort.
20. Which is easier—Hindi, English or Sanskrit ?

21. I went to market but didn't buy some sugar.
22. This box is five times heavier than that.
23. He is one of the tallest if not the tallest man.
24. Football is more popular than all games.
25. How is the patient now ? He is comparatively better.
26. Work hard lest you shouldn't fail.
27. I, you and she are friends.
28. This is a most unique book.
29. He picked up a quarrel with me.
30. I couldn't catch up his words.
31. She is taller and better than me.
32. This pen is more inferior than that.
33. Not only I lost my look but also my bag.
34. All my family members are in Bombay.
35. He bought a book for his son in three colours.
36. If he had not been poor, he will be very great.
37. If a tiger come here, all will flee away.

Or

Put a tick (√) by the right words–

1. Mohan is more brave than $\frac{\text{wise}}{\text{wiser}}$.
2. She was $\frac{\text{kind enough}}{\text{enough kind}}$ to help me.
3. There are $\frac{\text{less}}{\text{fewer}}$ girls than boys here.
4. He seldom $\frac{\text{or ever}}{\text{or never}}$ tells lies.
5. He has neither a car $\frac{\text{or}}{\text{nor}}$ a scooter.
6. She has no pen $\frac{\text{or}}{\text{nor}}$ pencil.
7. Each of us $\frac{\text{has}}{\text{have}}$ $\frac{\text{his}}{\text{our}}$ own problems.
8. Newton saw an apple $\frac{\text{fall}}{\text{to fall}}$.
9. He had rather $\frac{\text{to die}}{\text{die}}$ than $\frac{\text{beg}}{\text{to beg}}$.
10. She had better $\frac{\text{rest}}{\text{to rest}}$ than $\frac{\text{work}}{\text{to work}}$.
11. He is enjoying full $\frac{\text{freeship}}{\text{freestudentship}}$.

12. He has applied for lecturership / lectureship.

13. He is given free boarding / board and lodging.

14. Unless you work hard / don't work hard, you can't pass.

15. What's your age ? I am twenty / twenty years.

Q. 13. (a) *Form nouns from these verbs/adjectives—* **16 marks**

(*Questions based on vocabulary*)

1. add
2. accomplish
3. arrange
4. determine
5. disburse
6. examine
7. prepare
8. introspect
9. infatuate
10. suggest
11. speak
12. steal
13. indignant
14. impatient
15. immense
16. civil
17. contemptuous
18. empty
19. complex
20. rare
21. generous
22. scarce
23. humble
24. proper

Or

Rewrite these sentences as directed—

1. He looks like a sheep. [use *sheep* as an *adj.*]
2. He reads this book. [use *read* as a *noun*]
3. He has affection for me. [use *affection* as an *adj.*]
4. She admires me. [use *admire* as a *noun*]
5. This is a cowardly action. [use *cowardly* as a *noun*]
6. This river abounds in fish. [use *abound* as a *noun*]
7. When does the train arrive ? [use *arrive* as a *noun*]
8. I will pay him Rs. 100/-. [use *pay* as a *noun*]

Q. 13. (b) *Make sentences with the following pairs of words—*

1. lesson—lessen.
2. duel—dual.
3. council—counsel.
4. nose—knows.
5. mist—missed.
6. place—plaice.
7. cease—seize.
8. border—boarder.
9. advice—advise.
10. wait—weight.
11. stare—stair.
12. story—storey.
13. soldier—shoulder.
14. principal—principle.
18. check—cheque.
19. coarse—course.
20. alter—altar.
21. access—excess.
22. canvass—canvas.
23. accept—except.
24. berth—birth.

Q. 13. (c) *Fill in the blanks with the opposites of the words in italics—*

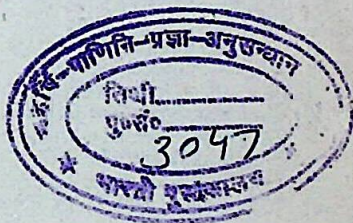
1. The *entrance* is wide but..............................is narrow.
2. This post is *temporary* but that is..............................
3. The *guilty* were punished but the............were rewarded.
4. *Prosperity* unites but..............................divides men.
5. I prefer *modern* history to..............................history.
6. Ram is *kind* but Shyam is..............................
7. My income has *decreased* but expenditure has...............
8. *Natural* behaviour is better than an.......................one.
9. This piece of land is *fertile* but that is.......................

10. This train has *arrived* but that has.................................
11. India wants *peace* but other nations want.......................
12. The wife lives in *hope* but the husband is sinking into.......
13. She is *smiling* but he is..
14. Glass is *transparent* but iron is.................................
15. He is an *optimist* but she is a.....................................
16. I *agree* to this proposal but he.....................................
17. This knife is *blunt* but that is.......................................
18. She is *gentle* but he is...
19. We *won* the match but they...
20. This is very *vague* but that is.......................................

Or

Which of the words given in brackets is **opposite** *in meaning to the word italicised in each of these sentences ?—*

1. I don't *remember* that story.
   [*know, deny, forget, agree*]
2. This sentence is *correct*.
   [*false, untrue, incorrect, good*]
3. Your statement is *true*.
   [*good, bad, false, incorrect*]
4. This is a very *slow* train.
   [*quick, safe, fast, dull*]
5. She is very *cruel*.
   [*polite, kind, affectionate, just*]
6. This is a *sharp* knife.
   [*dull, rusty, blunt, costly*]
7. When does the train *arrive* ?
   [*sail, take, off, depart, reach*]
8. He doesn't have *many* pens.
   [*much, little, few, less*]
9. He has *lost* his bag.
   [*caught, found, brought, sold*]
10. The place is quite *safe*.
    [*bad, unsafe, unpleasant*]
11. She is very *beautiful*.
    [*unpleasant, cruel, ugly, indecent*]

Or

Fill in the blanks with a word given below—

1. The opposite of democracy is——.
   (a) army, (b) dictatorship, (c) civil, (d) imperialism.
2. The opposite of rest is——.
   (a) speed, (b) motion, (c) race, (d) work.
3. The opposite of virtue is——.
   (a) voice, (b) ice, (c) vice, (d) innocence.
4. The opposite of junior is—.
   (a) smaller, (b) younger, (c) senior, (d) older.
5. The opposite of nothing is——.
   (a) something, (b) anything, (c) everything.
6. The opposite of sane is——.
   (a) bad, (b) sad, (c) mad, (d) wise.

7. The opposite of pride is———.
(a) nobility, (b) humility, (c) guilty, (d) safety.

Or

Add the right prefix to each of these words to make a word opposite in the meaning—

1. regular.	2. known.	3. friendly.	4. pleasure.
5. religious.	6. relevant.	7. movable.	8. legal.
9. natural.	10. rational.	11. noble.	12. kind.
13. satisfactory.	14. exhaustible.	15. satisfied.	16. decent.
17. courtesy.	18. convenient.	19. competent.	20. important.

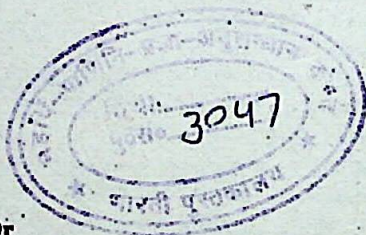
Or

Use the following prefixes/suffixes to form words—

Prefixes : im, in, ir, it, un, de, dis, mis.
Suffixes : er, or, un, en, ed, est, ish, ship.

Q. 13. (d) *Give single words which mean the following—*

1. One who believes in fate.
2. One who attacks first.
3. One who lives on vegetables.
4. One whose wife is dead.
5. That which is not vague.
6. That which can't be avoided.
7. That which can't be known.
8. That which can't be believed.
9. That which can't be thought of.
10. That which can't be imagined.

Or

Match the words under **A** *and* **B** *to make meaningful sentences—*

A	B
One who walks in sleep is called	a somniloquist.
We keep our clothes in	illegible.
One who knows everything is	omnipotent.
One who talks in sleep is called	a somnambulist.
That which can't be read is	a wardrobe.
One who is all powerful is	omnicient.

Or

In the following sentences a number of choices to each sentence are given but only one of them is right. Write the one that is right—

1. A thermometer measures (a) light.
(b) sound.
(c) temperature.

2. Asthma is a (a) country.
(b) fruit.
(c) disease.
(d) game.

3. Chloroform is a (a) tree.
(b) bird.
(c) food.
(d) medicine.

4. Fertiliser is a kind of food for (a) cats.
(b) dogs.
(c) horses.
(d) plants.

5. Protein is a kind of (a) play.
(b) poem.
(c) story.
(d) food.

6. A telescope helps you (a) sing.
(b) laugh.
(c) dance.
(d) see.

7. A dentist (a) writes novels.
(b) teaches grammar.
(c) pulls out teeth.
(d) washes clothes.

8. We wear glasses (a) to play with.
(b) to see with.
(c) to write with.
(d) to walk with.

9. We go to church (a) to prey.
(b) to pray.
(c) to play.
(d) to drink.

10. A stenographer is (a) a photographer.
(b) a doctor.
(c) a lender.
(d) a clerk.

11. Bacteria (a) give milk.
(b) cause disease.
(c) cause poverty.

12. X-ray is a kind of (a) animal.
(b) bird.
(c) game.
(d) photograph.

13. We go to an editor for (a) food.
(b) clothes.
(c) medicines.
(d) news.

14. A person who mends shoes is (a) a hosier,
(b) a cobbler.
(c) a sailor.

Or

Match the words under A with the meanings under B—

A	B
adversary	a common language over an area
titillate	one who hands on knowledge
solicitous	a set of rooms
wholesome	a hater of women
panegyric	a belt in the form of a ring
entourage	one who suffers for a noble cause
hatter	ruled by one's wife
lingua-franca	an opponent in a contest
misogynist	to excite pleasantly
torch-bearer	favourable to one's health
martyr	a circle of friends/attendants
hen-pecked	one who makes or sells hats
lifebuoy	a piece of writing in praise of
suite	anxious to help or serve

Or

Use the following words in sentences of your own—

1. faint-hearted
2. frivolous
3. giddiness
4. genuine
5. healer
6. intensive
7. inanimate
8. lagoon
9. legend
10. trifle
11. pellets
12. menu
13. musty
14. retaliate
15. quest
16. recess
17. conjure
18. clumsy

Or

Correct the spelling of these words—

1. fourty
2. nineth
3. untill
4. governer
5. athelet
6. altogather
7. agresor
8. massanger
9. violance
10. genious
11. vencher
12. suple
13. pinning
14. writting
15. plannet
16. piramyd
17. Tagor
18. expantion
19. gramer
20. introgative
21. Toolstoi
21. Aldus
23. Gardinar
24. Shelly
25. concel
26. lonly
27. sieze
28. shudering
29. prepair
30. persue
31. imense
32. presision

Or

Correct errors in these sentences—

1. He has gone to a fare.
2. She has not paid the train fair.
3. I am reading a storey now.
4. Please weight here a minute.
5. I want a glass of bear.
6. We wash clothes with shop.
7. The rain has seized now.
8. Which is the shortest root to the station ?
9. I believe in plane living.
10. It is quiet impossible.

Q. 14. *Expand the idea contained in these sentences—* **10 marks**

(*Questions based on expansion*)

1. A rolling stone gathers no moss.
2. Honesty is the best policy.
3. Sweet are the uses of adversity.
4. A bad carpenter quarrels with his tools.
5. Rome was not built in a day.
6. Where there is will there is a way.
7. A stitch in time saves nine.
8. He that is down needs fear no fall.
9. Early to bed and early to rise

   Makes a man healthy, wealthy and wise.

Q. 15. *Read through this passage and answer the questions at the end—* **12 marks**

(*Questions based on comprehension*)

Gandhiji always loved his people—Muslims as much as Hindus. Even when Pakistan was formed, he spoke for the Muslims of India who were comparatively so few in number. Many Hindus thought that he favoured the Muslims too much. Nathuram Godse held misguided ideas of this kind. At a prayer meeting at Birla House in New Delhi, Godse shot Gandhiji on 30th January, 1948. The great Mahatma died with 'Hey Ram' on his lips. He was murdered, yet he was calm and peaceful even in death. It seemed as if he were sleeping.

Questions :

I. Why was Gandhiji shot dead ?
II. Where and when was he murdered ?
III. How did he look after murder ?
IV. Which of these statements are *right* and which are *wrong* ?
   (a) Gandhiji seldom loved his people.
   (b) He didn't love Muslims as much as he loved Hindus.
   (c) He loved Muslims and Hindus alike.
   (d) He favoured the Muslims too much.
   (e) Godse didn't hold misguided ideas.
V. Use *even* and *as if* in sentences of your own.
VI. Change the voice of—
   (a) He was murdered. (b) Godse shot him dead.

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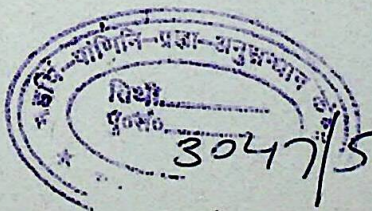
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